DREW CENTRAL SCHOOL DISTRICT

2024-2025

STUDENT HANDBOOK

DREW CENTRAL SCHOOL DISTRICT CONTACT

INFORMATION

250 UNIVERSITY DRIVE

MONTICELLO, AR 71655

(870) 367-5369 (PHONE NUMBER)

(870) 460-4330 (FAX NUMBER)

MRS. NANCY CHAPMAN, SUPERINTENDENT

#PiratePRIDE

SCHOOLS

Drew Central Elementary School
Grades: Pre-K – 4th
250 University Drive
Monticello, AR 71655
(870) 367-6893
Fax: (870) 367-4330
Mrs. Samantha Mann, Principal
Mr. Eddie Potts, Asst. Principal

Drew Central Middle School
Grades: 5th – 8th
250 University Drive
Monticello, AR 71655
(870) 367-5235
Fax: (870) 367-4330
Dr. DJ Vincent, Principal
Mr. Chris Bussell, Asst. Principal

Drew Central High School
Grades: 9th – 12th
250 University Drive
Monticello, AR 71655
(870) 367-6076
Fax: (870) 412-0015
Ms. DarShauna Shepherd, Principal
Mr. Brandon Murphy, Asst. Principal

DISTRICT

VISION OF THE PIRATES: The Drew Central School District will lead Southeast Arkansas in student-centered education.

MISSION FOR THE PIRATES: The Drew Central School District provides an education foundation of academics, community service opportunities, health, wellness, nutritional and counseling services; as well as extracurricular activities so every student will graduate prepared for college and career.

GOALS:

1. Students will increase their reading scores on the ACT ASPIRE with more than 60% of our students scoring Close, Ready, or Exceeding.
2. Each student will meet or exceed his or her growth annually.
3. Each student will increase ownership in his or her learning and success in life by missing less than 10% of school and by knowing the standards they are required to master at each level.
4. Each student will actively participate in planning his or her future career and college planning, military service plan, and/or competitive job employment after graduation.
5. Each student will meet or exceed the graduation requirements and be prepared for college, career, and community service.
6. Each student will have a family or community representative that actively partners with the school to ensure that the above goals are accomplished.

FOREWORD

These policies are being issued for the purpose of providing the Drew Central School District students and parents with a better understanding of what we are striving to do in our school. These policies were made with the best interest of all pupils in mind and were approved by the Drew Central School Board.

It shall be the policy of the Drew Central 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, and the student handbook is more recently adopted than the general board policy, the student handbook will be considered binding and controlling on the matter.

Please read carefully. A ready knowledge of and adherence to these policies will help to avoid possible problems. If you have any questions concerning any of these policies, feel free to ask about them. We desire your full cooperation and appreciate any suggestions you may have to make Drew Central School District a better school.

CHANGE OF ADDRESS AND PHONE NUMBERS

It is extremely important that the schools of Drew Central School District have **CORRECT** and active telephone numbers and addresses of parents/guardians on file in the school in case of an emergency. Parents/guardians **MUST** notify the school if there are changes in your address, home phone number, or your work phone number throughout the school year.

August 1, 2024

Dear Pirate Nation:

On behalf of the Drew Central School District, I warmly welcome you to the 2024-2025 School Year. Your decision to choose Drew Central School District is greatly appreciated. Over the summer, the administration teams at each building reviewed the student handbooks in a collaborative effort with parents and students. Your input, which highlighted areas of strength and policies that needed a second look, was invaluable. The policies are governed by rules and regulations from the Department of Elementary and Secondary Education as well as laws created by our state legislature. The school district subscribes to the Arkansas School Board Association's Model Policies to provide the most current interpretation of law into policy. Your role in this process is crucial, and we value your contributions.

As we start out this year, I encourage all of you to review the handbook with your child(ren) and familiarize yourself with the information. Your active involvement in this process is crucial as it not only helps you understand the policies but also allows you to guide your child (ren) better.

The Drew Central School District exists to provide hope for our community as we promote integrity, courage, respect, and character while teaching our Pirates. We want our Pirate PRIDE to show every day in and out of the classroom and on and off campus. To achieve Pirate PRIDE it is our mission each day at Drew Central to maximize the safety, learning, and achievement of every scholar we serve. At the end of the day, what matters most is your child's safety and education. We will do our very best to keep them safe in a learning-rich environment, and we are committed to providing the best possible education for your child.

Our school district is proud of our scholars, faculty, and staff. I hope you will join me and the Board of Directors in supporting students in all facets of school. We are committed to moving our academic achievement to the top, and we cannot do that without a commitment from everyone, from home and community to higher education. Together, we can make this a reality.

We sincerely appreciate you and your family. Your support is invaluable as we strive to make Drew Central the top-rated school in Southeast Arkansas. Thank you for being part of this journey and for your unwavering support of the Pirates. We couldn't do it without you.

#PiratePRIDE

Nancy Chapman

Nancy Chapman
Superintendent

Drew Central School District

2024-25SY ALTERNATE CALENDAR

July-24						0
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August-24						15
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	~~8~~	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September-24						19
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	~~12~~	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October-24						22
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	***11***	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November-24						16
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December-24						15
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	***20***	21
22	23	24	25	26	27	28
29	30	31				

Instructional Periods:

1st Semester	87 days
2nd Semester	89 days
1st 9 Weeks: ***Ends 10/11***	43 days
2nd 9 Weeks: ***Ends 12/20***	44 days
3rd 9 Weeks: ***Ends 03/14***	46 days
4th 9 Weeks: ***Ends 05/22***	43 days
Total Instructional Days	176 days
Total Instructional Hours	1,092.50 Hours

Holidays (No School; No Students or Staff):

Labor Day	9/2
Columbus Day	10/14
Thanksgiving Break	11/25 - 11/29
Christmas Break	12/23 - 1/3
Martin Luther King, Jr. Day	1/20
Presidents' Day	2/17
Spring Break	3/24 - 3/28
Good Friday	4/18
Memorial Day	5/26

Professional Development Days (10) / Teacher Flex Days (2) (No Students):

August 6-8 (3 PD days)	May 23 (1 PD day)
September 13 (1 PD day)	4 PD Days on Your Own
January 6 (1 TF day)	1 hr/mnth (1 PD day)
February 7 (1 TF day)	

Parent/Teacher Conferences:

September 12 (early dismissal at 1:30) 2:00 - 7:00

February 6 (early dismissal at 1:30) 2:00 - 7:00

Other Important Dates:

All Campuses Open House 5:00 - 7:00 p.m.: 08/08/24

Students 1st Day	**08/12/24**
DCHS Homecoming	10/25
DCHS Prom	4/12
DCHS Graduation	5/16
Kindergarten Graduation	5/16
8th Grade Promotion	5/19
Students' Last Day	**05/22/25**

Early Dismissal Days; Out at 1:30:

9/12, 11/22, 12/20, 2/06, 5/22

Inclement Weather Days: 05/23, 27, 28, 29,30

School Day Times: ***Tentative; need to confirm***

Drew Central Elementary School: 7:54 a.m. - 3:04 p.m.

Drew Central Middle School: 7:52 a.m. - 3:06 p.m.

Drew Central High School: 7:52 a.m. - 3:06 p.m.

176 Student Interaction Days x 6.25 Instructional Hours = 1,100 hours; - 5 early dismissal days @ 1.5 hours less each day = 1,092.50 total instructional hours. 1,092.50 total instructional hours - 1,068 required hours = ***24.50 hours or 4 days built in for school closure incidents.***

January-25						18
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February-25						18
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	~~6~~	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March-25						16
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	***14***	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April-25						21
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May-25						16
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	~~22~~	~~23~~	24
25	26	27	28	29	30	31

June-25						0
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**Board Approved 03/28/2024*

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We our Pirates!

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 District1 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.2 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.3

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.4

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.

Legal References: A.C.A. § 6-4-302
A.C.A. § 6-18-202

A.C.A. § 6-18-203
A.C.A. § 6-28-108
A.C.A. § 9-28-113

Date Adopted:

Last Revised:

4.2—ENTRANCE REQUIREMENTS

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

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.

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

A student may enter kindergarten if the student:

· Meets one of the requirements for school attendance of A through D above; and

· Falls under one of the following:

- Will attain the age of five (5) on or before August 1 of the year in which the student is seeking initial enrollment; or
- Has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days and:

§ Will become five (5) years old during the year in which the student is enrolled in kindergarten; and
§ Submits a written request for enrollment to the District; or

- Was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country and:

§ Becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody;
§ Will become five (5) years of age during the year in which the student is enrolled in kindergarten; and
§ Submits a written request for enrollment to the District.

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

Any child may enter first grade in a District school if the child will attain the age of six (6) years during the school year in which the

child is seeking enrollment and the child has successfully completed a kindergarten program in a public school in Arkansas.

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

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

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.1

Prior to the child's admission to a District school:2

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;
e. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
f. United States military identification; or
g. Previous school records.

3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.3

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:
- Formal and physical process of transitioning from public school to public school; or
- 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.5

An eligible child as defined in this policy shall:

1. Be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;

2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school;

3. Enter the District's school on the validated level from his/her previous accredited school when transferring into the District after the start of the school year;

4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to the extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;

5. Be provided services comparable to those the student with disabilities received in his/her previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;

6. Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;

7. Be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;

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:

- 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
- 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.6

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.7

The District shall provide English-language services to international exchange students as necessary.8

Legal References: A.C.A. § 6-4-302

A.C.A. § 6-15-504

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

Date Adopted:

Last Revised

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

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

The child is enrolled in private or parochial school.

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

4.4—STUDENT TRANSFERS

Transfer applications received by the District shall be placed on the Board's next meeting agenda.1 At least five (5) days before the meeting where the transfer application appears on the agenda, the superintendent shall notify the Board regarding:

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

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

The Board may reject a non resident application for admission if its acceptance would necessitate the addition of staff or classrooms; exceed the capacity of a program, class, grade level, or school building; or cause the District to provide educational services not currently provided in the affected school.2 The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

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

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

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.3

Except as otherwise required or permitted by law,4 the responsibility for transportation of any nonresident student admitted to a school in this District shall be borne by the student or the student's parents. The District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

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

Date Adopted:

Last Revised:6/14.2024

4.5—SCHOOL CHOICE

Standard School Choice

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan[1] that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE).[2] As a result of the desegregation order/desegregation plan[1], the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption.[3] The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.[4]

Definition

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

Transfers into the District

Capacity Determination and Public Pronouncement

The Board of Directors will 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.[5]

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.[6]

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

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

Accepted Applications

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

A student, whose application has been accepted and who has enrolled in the District, is eligible to continue enrollment until completing his/her secondary education. Continued enrollment is conditioned upon the student meeting applicable statutory and District policy requirements. Any student who has been accepted under choice and who fails to initially enroll under the timelines and

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

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

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

Rejected Applications

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

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

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

Transfers Out of the District

All Standard School Choice applications for transfers out of the District shall be granted.

Facilities Distress School Choice Applications

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

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

Opportunity School Choice

Transfers Into or Within the District

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

Unless there is a lack of capacity[0] at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District[9] or from the student's resident district into the District if:

Either:

- The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
- The student's assigned school has a rating of "F"; and
- Except for students who are transferring under Uniformed Service Member Dependents School Choice the student's parent, guardian, or if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer

by no earlier than January 1 and no later than May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.

Except for ~~those~~ students who are transferring under Uniformed Service Members Dependent School Choice or seeking to transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, and the student's resident district whether the Opportunity School Choice application has been accepted or rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected within fifteen (15) days from receipt of the student's application. The notification shall be sent via First-Class Mail to the address on the application.

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

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

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

Transfers out of, or within, the District[~~102~~]

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

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

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

Uniformed Service Member Dependent School Choice

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

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

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

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

o Uniformed service member in full-time active-duty status;

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

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

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

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

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

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

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

Unsafe School Choice Program

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

Notes:

4.5F—SCHOOL CHOICE CAPACITY RESOLUTION

Whereas:

The Board of Directors of the Drew Central School District has approved by a vote of the Board, the following capacity resolution for school choice applicants for the ____ school-year under the provisions of policy 4.5—SCHOOL CHOICE and applicable Arkansas law.

Except for applicants who are transferring under Uniformed Service Member Dependent School Choice, applicants, whose applications meet the provisions of policy 4.5—SCHOOL CHOICE, will be sent a provisional acceptance notification letter which will give instructions on the necessary steps and timelines to enroll in the District. Provisional acceptance shall be determined prior to July 1 with a final decision to be made by July 1 based on the district's available capacity for each academic program, class, grade level, and individual school.

Applications will not be accepted if the applications:

- Are received, electronically timestamped, or postmarked before January 1, unless the application is from a student who is transferring under Uniformed Service Member Dependent School Choice;
- Are received, electronically timestamped, or postmarked after May 1, unless the application is postmarked before May 1 or is from a student who is transferring under Uniformed Service Member Dependent School Choice;
- Are to a student's resident district that has declared itself has been determined by the Division of Elementary and Secondary Education to be exempt due to an existing desegregation order; or
- The student is transferring under Uniformed Service Member Dependent School Choice and the application is not accompanied by relevant documentation.

The district reserves to itself the ability to determine, based on an examination of student records obtained from the prior district, and other information, whether any student would require a different class, course or courses, program of instruction, or special services than originally applied for. If such an examination determines that capacity has been reached in the appropriate class, course or program of instruction, or that additional staff would have to be hired for the applicant, the District shall rescind the original provisional acceptance letter and deny the Choice transfer for that student.

The district reserves to itself the ability to decline to accept under school choice any student whose acceptance would require the district to add additional staff to exceed the District’s current grade, program, or building capacity.

THEREFORE, let it be resolved that these shall constitute the School Choice openings at the beginning of the School Choice enrollment period for the school-year ____:

_____ _____

Board President Board Secretary

_____ _____

Date Date

4.5F2--SCHOOL CHOICE PROVISIONAL ACCEPTANCE LETTER

Dear Parent's name,

The application you submitted for Students Name has been provisionally accepted. While the school's name looks forward to welcoming the student's name as a student, to further the application process and to better assist the district in determining the proper placement of student's name, please submit the information listed below to the district or school's address by enter date. Failure to submit the information requested by the date specified shall void and nullify this letter's provisional acceptance. In addition to the information you submit, records may be requested from the student's current district/school, and final acceptance may depend on the content of those records as to appropriate grade placement, program placement or services required. A student who has not previously attended an Arkansas public school or did not attend an Arkansas public school in the previous academic year may be evaluated by the district prior to final acceptance, and the results of that evaluation could impact final acceptance.

1. For students applying to enroll in first grade or higher: a copy of the student's transcript from the school where the student is currently enrolled. The student's permanent record, including the original transcript, will be requested from the school immediately following the student's actual enrollment in our district.

2. Proof of the student's age; This can be done by providing one of the following: a 1) birth certificate; 2) A statement by the local registrar or a county recorder certifying the child's date of birth; 3) An attested baptismal certificate; 4) A passport; 5) An affidavit of the date and place of birth by the child's parent or guardian; 6) United States military identification; or 7) Previous school records.

A. Birth certificate;
B. A statement by the local registrar or a county recorder certifying the child's date of birth;
C. An attested baptismal certificate;
D. A passport;
E. An affidavit of the date and place of birth by the child's parent or guardian;
F. United States military identification; or
G. Previous school records.

3. The student's health care needs at school.

4. Student's name age appropriate immunization record or an exemption granted for the previous school-year and a statement of whether or not the parent is intending to continue the exemption for the upcoming school year.

After reviewing the submitted documentation the District will determine if the applicant meets the District's capacity standards and notify you of its decision by insert date.

Respectfully,

Insert name

Insert position/title

4.6—HOMESCHOOLING

Enrollment in Home School

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

1. At the beginning of each school year, but no later than August 15;

2. Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

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

- Electronically, including without limitation by:
    - § Use of the Division of Elementary and Secondary Education's (DESE) online system;
    - § Email; or
    - § Facsimile;

- By mail; or
- In person.

The notice shall include:

a. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;

b. The mailing address and telephone number of the home school;

c. The name of the parent or legal guardian providing the home school;

d. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;

e. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;

f. A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to home school; and

g. A signature of the parent or legal guardian.

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

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

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

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

Enrollment or Re-Enrollment in Public School

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

- A transcript listing all courses taken and semester grades from the home school;
- Score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and
- A portfolio of indicators of the home-schooled student's academic progress, including without limitation:
- Curricula used in the home school;
- Tests taken and lessons completed by the home-schooled student; and
- Other indicators of the home-schooled student's academic progress.
- If a home-schooled student is unable to provide a nationally recognized norm-referenced score, the District may either assess the student using a nationally recognized norm-referenced assessment or waive the requirement for a nationally recognized norm-referenced assessment score.

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

1. As indicated by the documentation submitted by the home-schooled student;

2. By mutual agreement between the public school and the home-schooled student's parent or legal guardian; or

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

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

a. Award of course credits earned in the home school;

b. Placement in the proper grade level and promotion to the next grade level;

c. Participation in any academic or extracurricular activity;

d. Membership in school-sponsored clubs, associations, or organizations;

e. A diploma or graduation, so long as the student has enrolled or re-enrolled in the District to attend classes for at least the nine (9) months immediately prior to graduation; or

f. Scholarships.

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:

- The student's illness or when attendance could jeopardize the health of other students.
- A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
- Death or serious illness in their immediate family;
- Observance of recognized holidays observed by the student's faith;
- Attendance at an appointment with a government agency;
- Attendance at a medical appointment;
- Exceptional circumstances with prior approval of the principal;
- Participation in an FFA, FHA, or 4-H sanctioned activity;
- Participation in the election poll workers program for high school students.
- Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
- Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleventh and (12) grades;
- 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:

- 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
- 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 three (3) school days prior to its presentation or upload will not be accepted.

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with 6 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 3 unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified[7]. 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 6 unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

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

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

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

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

4.8—MAKE-UP WORK

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

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

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

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

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

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

4.9 - Tardies

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

See individual campus handbooks regarding age-appropriate expectations.

4.10 Closed Campus

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

When school is dismissed, if a student is not participating in an after -school activity that starts immediately after the last

bell, he or she should be a car or bus rider and leave the Drew Central School District campus. There will be no loitering on school property after school hours.

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Drew Central 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.1 The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.2

Inquiries on non-discrimination may be directed to the administrative office, who may be reached at 870-367-5369.

Any person may report sex discrimination, including sexual 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 sexual 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.

4.12 STUDENT ORGANIZATIONS/EQUAL ACCESS

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

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

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

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

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty five (45) 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 Drew Central 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.3

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.4 "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,5 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.

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

Date Adopted:

Last Revised:

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 Drew Central 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)

4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

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

"School-sponsored media" means all student media that are:

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

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

"Student media" means any means of communication that are:

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

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

"Student media advisor" means an individual who is employed, appointed, or designated by the District to supervise or provide instruction with respect to student media.

Student Media

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

- Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.

- Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator to be ungrammatical; poorly written; inadequately researched; biased or prejudiced; vulgar or profane; or unsuitable for immature audiences.

- Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; conduct that is otherwise inconsistent with the shared values of a civilized social order; or to associate the school with any position other than neutrality on matters of political controversy.

Prohibited media includes those that:

a. Are obscene as to minors;
b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth;
c. Constitute an unwarranted invasion of privacy as defined by state law;
d. Suggest or urge the commission of unlawful acts on the school premises;
e. Suggest or urge the violation of lawful school regulations;
f. Scurrilously attacks ethnic, religious, or racial groups; or
g. Harass, threaten, or intimidate a student.

Student Media on School Web Pages

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

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

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

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

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

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

4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

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

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

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

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

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

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

CONTACT BY PROFESSIONAL LICENSURE STANDARDS BOARD INVESTIGATORS

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

4.16—STUDENT VISITORS

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

4.17—STUDENT DISCIPLINE

The Drew Central SD 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 Drew Central 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 of any paging device, beeper, or similar electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, “throwing signs” or other gestures associated with gangs are prohibited;
21. Sexual harassment;
22. Bullying;
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual’s personal property.

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.

4.19—CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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

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

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

Drew Central School District Transportation Department
Regulations and Procedures

Ensuring our students arrive safe, on time and ready to learn . . . every day!

The Drew Central School District offers the ***PRIVILEGE*** of school bus transportation to and from school as a courtesy service for eligible students in the district. This **PRIVILEGE** may be revoked if the rules are not followed.

In order to meet the conditions outlined by the state and ensure our students arrive safe, on time and ready to learn every day, the school district has adopted standard regulations and procedures and has provided restrictive measures for violations of the rules. They are outlined for your information and for the guidance of your child.

The school district is pleased to provide transportation for its students and solicits your assistance in helping create a safe, healthy operation. You may do so by reading the enclosed material and acknowledge receipt by completing and returning the enclosed Partnership Agreement to the bus driver or campus offices. We ask your cooperation with the school and the transportation personnel in developing proper behavior patterns for those pupils who ride the bus.

General Safety Rules:

Student conduct that distracts the driver, endangers the health and safety of other students, or demonstrates a willful disregard for transportation rules will be reported for disciplinary action.

***Rules and standards of conduct on the school bus include but are not limited to the following*:**

1. The bus driver is in charge of the bus and riders. Students must follow the driver's directions and instructions at all times. Students who show disrespect for the bus driver will not be allowed to ride the bus.
2. Students must arrive at least five (5) minutes early at their bus stop. Drivers will not wait for students who are not on time.
3. It is the parent's responsibility to supervise their children to and from their assigned bus stop.
4. Students waiting for a bus should not stand on the roadway. They should wait ten (10) feet from the edge of the road for safety.
5. Students are to enter the bus in an orderly manner and sit in their assigned seat. The bus driver will assign seats to all students. Seat assignment is at the discretion of the bus driver and may change at any time.
6. Students are to remain seated, facing forward at all times between the pick-up and drop-off point. All portions of a student's body are to remain inside the bus. It is unsafe for a student to move around within the bus while it is in motion and it is unsafe for any body part to be out a window.
7. Students are to be silent during any railroad crossings. This ensures that the bus driver can listen for any possible approaching train.
8. Due to the risk of choking and/or allergic reactions (oneself or others) food and drink (excluding water in a bottle) are not permitted to be consumed on the bus.
9. The use of aerosol products, perfume, and cologne is prohibited.
10. Tobacco, in any form, e-cigarettes, lighters, matches, or any other item of this nature is prohibited.
11. Students may not have in their possession any weapon (including toy look-alikes): explosives, fireworks, knives, unsheathed sharp-pointed items, pea-shooters, water balloons, laser pointers or any other articles which might cause pain or injury to others.
12. Skateboards, scooters, bicycles are not permitted on the bus.
13. Bulky objects that cannot be held in the student's lap are not permitted on the bus: school projects, band instruments, etc. No objects may block the ais**le** or emergency exits.
14. Animals/pets (i.e. lizards, frogs, insects, spiders, dogs, cats, rats, etc.) must be transported by parents. They are not permitted on the bus.
15. Helium filled and/or any other type of balloons are not permitted on the bus.
16. All electronic devices shall not be in use on the bus. If a student has a device out, it can be confiscated.
17. Students should not leave anything on the bus. All valuables are the responsibility of the student. The Transportation

Department takes no responsibility for breakage or loss.

18. Throwing, shooting, blowing wads of paper, peas, pins or other articles is unsafe and not permitted.

19. No items are to be propelled or thrown out the window. (The student and parent/guardian shall be held responsible for any damages that result from such an act.)

20. Littering, throwing or propelling objects inside the bus is not permitted.

21. Wrestling, fighting, pushing, scuffling or horseplay is unsafe and not permitted.

22. Defacing or vandalizing (including but not limited to: cuts, scratches, marks) a school bus is not permitted. *The parent/guardian will be held financially responsible for the cost of repairs and the student will not be permitted to ride the school bus until restitution is made*.

23. Using profanity, vulgar language, obscene gestures, unnecessary conversation, loud noises, offensive gestures, offensive materials, engaging in verbal abuse (such as name calling, racial or ethnic slurs or derogatory comments) is not permitted.

24. Students riding to school will not be permitted to exit the bus except at their school. Students riding home in the afternoon may not exit the bus except at their designated stop.

25. Students must ride the bus to which they are assigned. Students may not board another bus without written permission from the campus and/or the Transportation Department.

26. There are no on/off privileges. Once a student boards, they may not exit the bus except at their designated stop or school; except if a parent/guardian is at the bus and their identification is checked.

27. No one is to stop or interfere with the movement of the bus.

Prohibited Items on the School Bus: (included but not limited to):

1. Tobacco, tobacco products, e-cigarettes, matches, lighters, etc.
2. Electronic devices
3. Light emitting devices (i.e. flashlights, lasers, etc.)
4. Animals or pets of any kind
5. Skateboards, scooters, bicycles, etc.
6. Glass containers
7. Alcoholic beverages, drugs, or chemicals
8. Weapons, explosive devices, or aerosol containers
9. Aerosol products, perfume, and cologne
10. Food or drink (except water in a bottle) *
11. Chewing gum

*Students are permitted to carry their lunches or school permitted snacks while on the bus, however, they must be sealed/closed and inside their closed backpack while on the bus.

Procedures - Loading and Unloading the School Bus:

1. Be at the bus stop 5 minutes before the scheduled pick-up time (drivers will not wait).
2. Stand a safe distance (10 feet) from the roadway where you can be seen by the driver.
3. Keep an eye on the traffic and do not play around.
4. Before the bus arrives, form a single file line and be prepared to load.
5. Do not approach the school bus until the driver signals.
6. If you miss the bus, go home immediately and notify your parents. NEVER chase after the school bus
7. Do not shove or push.
8. Always stay out of the *DANGER ZONES*.
9. When the driver signals; WALK quickly to the bus, use the handrails and steps, one step at a time.
10. Go directly to your assigned seat. The bus will not move until all students are seated.
11. Stay seated until the bus has come to a complete stop: stopped, brake engaged and doors opened.
12. Use the handrail and take one step at a time exiting the bus.
13. Wait for your turn to leave. Pushing and crowding will only slow exiting and cause an accident.
14. ALWAYS cross in FRONT of the bus, NEVER cross BEHIND the bus.
15. Always wait for the driver to signal to cross the street.
16. Always look both ways when crossing the street.
17. If you drop an item near or under the bus, do NOT go after it.

Designated Stops: It is the responsibility of the parent to get the student to their designated bus stop. Students are only permitted to exit or enter the bus at their designated bus stop. The only exception to this rule is if the student has a Bus Change Form on file or, in the instance of an emergency, where the school and the Transportation Department have been notified beforehand. After a bus stop has not been used for five (5) consecutive days, the stop may be discontinued. If your student hasn't rode the bus in a while, please call the Transportation Department at (870)723-3241 to confirm the correct stop location and times for pick-up and drop-off.

Crossing the Street or Highway:

1. All students exiting the bus and having to cross to the left side of the roadway shall exit the bus and move to a point 15 feet in front of the right bumper and wait for the driver to signal that it is safe to cross.

2. When crossing to the bus, look both ways after driver signals and when it is safe to do so cross the road – walk quickly. When exiting the bus, after driver signals, walk to the edge of the bus, look both ways and continue across when it is safe to do so.

3. NEVER run across the road upon exiting. Please remember, NEVER cross behind the bus.

4. Caution! Be alert for vehicles that do not stop when the bus is loading or unloading students.

Accidents or Emergencies:

a. Remain as calm as possible.

b. Follow the driver's instructions.

c. No student or employee may leave the scene of an accident unless released by emergency or Transportation Department personnel after the investigation is complete.

d. For evacuation: a. The student designated by the driver will open the door and hold it open.

b. Evacuation will start with the seat nearest the front door unless otherwise instructed.

c. Exit the bus in a single file line as quickly and quietly as possible.

d. Move a safe distance away from the bus and away from any traffic; at least 100 feet.

Assigned Seating: The Drew Central School District requires that all school bus drivers assign student seating to all students riding the bus at all grade levels. It is suggested that male and female students are separated and that students are seated with the youngest to the front of the bus. Students are required to sit in their assign seat, they are not permitted to refuse the assigned **seat. The driver may reassign** the student's seat at any time. The student is not permitted to refuse another student a seat if the other student is assigned to the same seat.

Disruption of Transportation: Parents/Legal Guardians/other adults are not permitted to board the school bus and discuss problems with students and/or bus drivers. Please call the Transportation Director, 723-3241 with your concerns. Anyone boarding the bus without authorization, shouting obscenities, or threatening the bus driver or any student on the bus will be reported to local law enforcement. School Administrators, Transportation Department and Emergency personnel may board the bus as needed. The Disruption of Transportation (Education Code 37.126) is a class C misdemeanor. This can be issued to any adult or student for any type of disruption or delay of school bus transportation. Disruption or delay of school bus transportation may result in a fine up to $500.00.

Video Cameras: The Drew Central School District may install video cameras (with audio and video capability) on buses to enhance student safety, which permits schools to videotape students without parent permission for purposes of maintaining order and discipline. Students may be filmed at any time during their ride. Student awareness of the cameras provides an incentive to exhibit appropriate behavior, which in turn, results in a much safer environment while traveling on the bus.
However, under Family Educational Rights and Privacy Act (FERPA) laws, the parent may only view the video if his or her child is the only student in the video. Typically, the video would contain other students.
The Drew Central School District has addressed this issue and determined that videotapes made on school buses, on which the driver addresses students by name and which "show the faces, bodies, and behavior of students of the District" are education records under FERPA and are exempted from disclosure.

Consequences: Transportation is a privilege. That privilege is contingent upon the student following the policies, rules and standards of conduct. Students being transported by Drew Central School District shall comply with the Drew Central School District Handbook and the Drew Central School District Student Code of Conduct. Any student who fails to comply with the established policies, rules and standards while on school transportation shall be subject to disciplinary action and may be denied transportation service. When denied transportation service the parent is responsible for arranging the student's transportation to and from school.
The following is a guideline; however, the severity of the behavior may cause deviation from this guideline and result in more

stringent disciplinary action:

Consequences:

- Verbal warning (The write-up will be given to the principal or designee. He or she will consult with the student and contact the parents/guardian.)
- The student will be suspended from the bus for 3 days.
- The student will be suspended from the bus for 5 days.
- The student will be suspended from the bus for the remainder of the semester.

The principal or principal designee will have discretion in administering other consequences for the student's conduct, based on the severity of the situation.
Notes:

1. Parents will be responsible for all transportation of their student to and from school.

4.20–DISRUPTION OF SCHOOL

No student shall by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process, or function of the school, or engage in any such conduct for the purpose of causing disruption or obstruction of any lawful mission, process, or function. Nor shall any student encourage any other student to engage in such activities.

Disorderly activities by any student or group of students that adversely affect the school's orderly educational environment shall not be tolerated at any time on school grounds. Teachers may remove from class and send to the principal or principal's designee office a student whose behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's classmates to learn. Students who refuse to leave the classroom voluntarily will be escorted from the classroom by the school administration.

4.21—STUDENT ASSAULT OR BATTERY

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

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

a. Cause a breach of the peace;
b. Materially and substantially interfere with the operation of the school; or
c. Arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

Students guilty of such an offense may be subject to legal proceedings in addition to any student disciplinary measures.

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;
- Nun chucks;
- Pepper spray, mace, or other noxious spray;
- Explosive;
- Taser or another 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.

4.23—TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, VAPE/VAPE PENS AND RELATED PRODUCTS

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) electronic nicotine delivery systems, vape/vape pens and related products at Extracurricular activities, Field Trips, Interscholastic Activities or any school activity or function in or on any real property owned or leased by a District school, including buses owned or leased by the District is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

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

Disciplinary Measures

TOBACCO AND TOBACCO PRODUCTS, ELECTRONIC NICOTINE DELIVERY SYSTEMS, VAPE/VAPE PENS AND RELATED PRODUCTS

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) electronic nicotine delivery systems, vape/vape pens and related products at Extracurricular activities, Field Trips, Interscholastic Activities or any school activity or function on any property owned or leased by a District school, including buses, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

4.24—DRUGS, VAPE/VAPE PENS 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 Drew Central 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

4.24.1 DRUG TESTING – DREW CENTRAL LOCAL

In the event of consideration of a drug test it will be the responsibility of the student and their representatives to pay for and secure a proper Drug Test under the following testing procedures: The urinalysis sample will be provided within 24 hours from notification of an incident to a government-certified laboratory (Arkansas Medical Laboratories) which will test using procedures according to the United States Department of Health and Human Services as defined by NIDA (National Institute on Drug Abuse). A certification of the chain of custody of the sample provided for testing must accompany the test sample results. The test will be a gas chromatography/mass spectrometry (GC/MS) test with results expressed in quantitative analysis. The concentrations that exceed the linear region of the standard curve shall be documented in the laboratory record as "greater than highest standard curve value". The trace levels for confirmation test cutoff levels expressed in nanograms per milliliter shall be as follows for the following substances: Marijuana metabolite 15 ng/ml Phencyclidine 25 ng/ml Cocaine metabolite 150 ng/ml Amphetamines: Amphetamine 500 ng/ml Methamphetamine 500 ng/ml Opiates: Morphine 300 ng/ml Codeine 300 ng/ml All test results shall be communicated to the superintendent or his designee prior to the scheduled meeting of the Board of Education in review of the notified incident.

4.24.2 - DRUG DOG 4.32 Drew Central

It is the desire of the Drew Central School Board, administration, and staff to have a safe and drug free school environment. Therefore, the School Board has approved the use of the drug dog to search for drugs in school. All school property and any vehicle parked on school property are subject to being searched for drugs by the use of a drug dog. Searches will be conducted by the Drew Central School District Police Dept. In the event the dog indicates drugs are present, the driver of the vehicle or user of the container where the drugs are present (bag, locker, coat, etc..) the owner will be notified (if possible) prior to it being opened. Parents will be notified. If drugs are found, the Drew Central School District Police Dept. will arrest the person. The person will be punished according to school policy.

4.25—STUDENT DRESS AND GROOMING

The Drew Central 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.

4.26-GANG AND GANGS ACTIVITY

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.
The following actions are prohibited by students on school property or at school functions:
1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
4. Extorting payment from any individual in return for protection from harm from any gang.
Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion.
Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if

they had occurred on school grounds.

4.27—STUDENT SEX DISCRIMINATION AND SEXUAL SEX-BASED HARASSMENT

The Drew Central 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. Sexual-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 sexual 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 sexual-based harassment. The informational materials and training on sexual-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 sexual-based harassment;
- The District's written procedures governing the formal complaint grievance process;1
- The process for submitting a formal complaint of sex discrimination and sexual-based harassment;
- That the district does not tolerate sexual-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 sexual-based harassment; and
- The potential discipline for perpetrating sexual-based harassment.

Definitions

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

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the allegation of sexual harassment.

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

"Sexual-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. Determined by a reasonable person to be Is subjectively and objectively offensive and so severe, or pervasive, and objectively offensive that it effectively limits or denies a person equal access 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 formal complaint or where no formal 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 sexual-based harassment; counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the 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, sexual-based harassment is prohibited between any of the following: students; employees and students; and non-employees and students.

Actionable sexual-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, sexual-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 sexual-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 emails or Websites 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 sexual-based harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual-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 sexual-based harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual-based harassment. As soon as reasonably possible after receiving a report of alleged sexual-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 formal complaint; and
§ explain to the complainant the process for filing a formal 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 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 formal complaint or where no formal 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.

Formal Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by phone, by mail, or by email. Upon receipt of a formal 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 sexual-based harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview 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 sexual-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 sexual-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 formal complaints of allegations of sexual-based harassment where the allegations of sexual-based harassment arise out of the same facts or circumstances and the formal 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 formal 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 formal 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 ten (10) five (5)3 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 ten (10) five (5)3 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, pProvide an explanation to the party proposing the questions 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 ten (10) five (5)3 days following the completion of the investigation period, the No earlier than ten (10) five (5)3 days following the completion of the investigation period, the decision-maker4, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include:

1. Identification of the allegations potentially constituting sex discrimination or sexual-based harassment;

2. A description of the procedural steps taken from the receipt of the formal 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 formal complaint. If the conduct alleged in the formal complaint would not constitute sexual-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 sexual-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 the formal 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 formal 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; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal 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 formal 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 The District may hire an individual or individuals to conduct the investigation or to act as the determination 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-maker56 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 sexual-based harassment, both informal reports and formal 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 sexual-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 formal complaint of sexual-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 sexual-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 formal complaint of sex discrimination or sexual-based harassment,; testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sex discrimination or sexual-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 sexual-based harassment, arise out of the same facts or circumstances as a report or formal 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 sexual-based harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not78 have engaged in sex discrimination or sexual-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 sexual-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 sexual-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 sexual-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 formal complaint of sex discrimination or sexual-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.

Sexual Harassment Reporting Procedure

Upon receipt of a report of sexual harassment, the building principal or guidance counselor or another staff member shall immediately notify the Equity Coordinator without screening or investigating the report. If the report is given verbally, the principal, counselor or staff member will reduce it to a written form within 24 hours and forward it to the Equity Coordinator. Failure to report any sexual harassment report or complaint as provided will result in disciplinary action taken against that employee. If the complaint involves the building principal or counselor, the complaint may be filed directly with the Superintendent or Equity Coordinator. If the complaint involves the Equity Coordinator, the complaint may be filed with the Superintendent. If the complaint involves the Superintendent, the complaint may be filed with the Equity Coordinator. The Equity Coordinator shall immediately authorize an investigation, which may be conducted by school officials. A written report on the investigation will be provided to the Equity Coordinator within 10 school days of the complaint or report of sexual harassment. The investigation may consist of personal interviews with the person filing a complaint, the individual(s) against whom the complaint is filed and others who may have knowledge of the alleged incident or circumstances surrounding the complaint. In addition, the District may take immediate steps, at its discretion, to protect the person filing the complaint, students and employees pending the completion of the investigation. The Equity Coordinator shall make a report to the Superintendent within two school days of the completion of the investigation. School District Action: Upon receipt of a recommendation that the complaint is valid, the District will take such action as appropriate based on the results of the investigation. If the harasser is a student, disciplinary action may include suspension or expulsion. If the harasser is an employee, disciplinary action may include termination or non-renewal. The result of the investigation of each complaint filed under these procedures will be reported in writing to the person filing the complaint by the District. If the harasser is a student, the report will document the action taken as a result of the complaint to the extent permitted by FERPA. If the harasser is an employee of the District, the report will document the action taken as a result of the complaint to the extent permitted by law. 54 Reprisal: The District will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against any person who testifies assists or participates in an investigation proceeding related to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

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

Date Adopted:

Last Revised:

4.28—LASER POINTERS

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

4.29—INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY

Definition

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

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

electronic device use, including email, and that monitoring of student electronic device use is continuous.

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

Technology Protection Measures

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

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

c. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use and Safety

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

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

Misuse of Internet

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

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

4.29F—STUDENT ELECTRONIC DEVICE and INTERNET USE AGREEMENT

Student's Name (Please Print)_____Grade Level_____

School_____Date_____

The Drew Central 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):

1. 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 laws and regulations and any State laws and rules. 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. [**Note: A.C.A. § 6-21-107 requires the district to have "…provisions for administration of punishment of students for violations of the policy with stiffer penalties for repeat offenders, and the same shall be incorporated into the district's written student discipline policy." You may choose to tailor your punishments to be appropriate to the school's grade levels.]**

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;

2. Gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law;
3. Using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
4. Making unauthorized copies of computer software;
5. Accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member;
6. Using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
7. Posting anonymous messages on the system;
8. Using encryption software;
9. Wasteful use of limited resources provided by the school including paper;
10. Causing congestion of the network through lengthy downloads of files;
11. Vandalizing data of another user;
12. Obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
13. Gaining or attempting to gain unauthorized access to resources or files;
14. Identifying oneself with another person's name or password or using an account or password of another user without proper authorization;
15. Invading the privacy of individuals;
16. 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.
17. Using the network for financial or commercial gain without district permission;
18. Theft or vandalism of data, equipment, or intellectual property;
19. Attempting to gain access or gaining access to student records, grades, or files;
20. Introducing a virus to, or otherwise improperly tampering with the system;
21. Degrading or disrupting equipment or system performance;

22. Creating a web page or associating a web page with the school or school district without proper authorization;
23. Providing access to the District's Internet Access to unauthorized individuals;
24. Failing to obey school or classroom Internet use rules;
25. 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; or
26. 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 _____

4.30—SUSPENSION FROM SCHOOL

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

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

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

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

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

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

OSS shall not be used to discipline a student for skipping class, excessive absences, or other forms of truancy. The school principal or designee shall proceed as follows in deciding whether or not to suspend a student:

1. The student shall be given written notice or advised orally of the charges against him/her;

2. If the student denies the charges, he/she shall be explained the evidence against him/her and be allowed to present his/her version of the facts; and

3. If the principal finds the student guilty of the misconduct, he/she may be suspended.

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

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

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

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

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

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

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

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

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

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

4.31—EXPULSION

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

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

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

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

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

The hearing shall be conducted not later than ten (10) school days 1 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.2 The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

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

Date Adopted:

Last Revised:

4.32—SEARCH, SEIZURE, AND INTERROGATIONS

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

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

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

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

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

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

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

4.33—STUDENTS' VEHICLES

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

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

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

4.34—COMMUNICABLE DISEASES AND PARASITES

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally).[1] A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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

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

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

The parents or legal guardians of students found to have live human host parasites 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.

4.35—STUDENT MEDICATIONS

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

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. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity of the medication(s). Each person present shall sign a form verifying the quantity of the medication(s).

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

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

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

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.[1]

Schedule II Medications

Option 1: 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.[3] 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.[4]

Self-Administration of Medication

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

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

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

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
2. A written order from the student's treating physician stating that the student:
    a. Is capable of completing the proper method of self-administration of the stress dose medication,; and
    b. Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

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

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

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

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

Emergency Administration of Glucagon and Insulin

Students may be administered Glucagon, insulin, or both in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. An IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. A current, valid consent form on file from their parent or guardian.

When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during:

A. The time scheduled for a dose of insulin in the student's IHP; and
B. Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until a parent, guardian, other responsible adult, or medical personnel has arrived.

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

Emergency Administration of Epinephrine

The school nurse or other school employees designated by the school nurse as a care provider who have been trained[6] and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP that provides for the administration of an epinephrine auto-injector in emergency situations.

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

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

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students

the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained[6] and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

Emergency Administration of Albuterol

The school nurse or other school employees designated by the school nurse as a care provider who have been trained[6] and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained[6] and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

The school nurse for each District school shall keep anti-opioid injectors on hand and the school nurse and school resource officer shall possess an anti-opioid at all times when on duty. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

An opioid overdose rescue kit shall be placed within all storage locations in the District high school buildings that currently contain an automated external defibrillator for public use. The opioid overdose rescue kits shall be located where it is readily available to the public, be visually free of advertisement, and contain an anti-opioid.

Emergency Administration of Emergency Adrenal Insufficiency Medication

The school nurse or other school employees designated by the school nurse as a care provider who have been trained[6] and certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

Seizure Disorder Medications

Students who have been diagnosed with a seizure disorder shall have a seizure action plan that shall be a written IHP designed to acknowledge and prepare for the healthcare needs of the student. The student's seizure action plan shall be created in collaboration between District staff and the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis or the student if over eighteen (18). As part of the creation of the student's

seizure action plan, the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall:

1. Provide the school with written authorization to administer the seizure medication at school;
2. Provide a written statement from the student's healthcare provider that shall contain the following information:
   - The student's name;
   - The name and purpose of the medication;
   - The prescribed dosage;
   - The route of administration;
   - The frequency that the medication should be administered; and
   - The circumstances under which the medication should be administered;
1. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact, which shall be stored in a safe and secure location accessible only by District personnel or volunteers with training to administer seizure medication.

The written authorization, written statement, and seizure action plan shall be kept on file in the office of the school nurse or school administrator and distributed to any school personnel or volunteers responsible for the supervision or care of the student.

The time frame in this paragraph is not statutorily mandated and may be changed to better suit your district and the employment contract of the school nurse. Any changes you make, however, need to address the need for students to have their medications through the last day of school and the reality of parent's work schedules.

Here is a helpful, but not all-inclusive, list of prohibited Schedule II medications: Opium, morphine, codeine, hydromorphone (Dilaudid), methadone, meperidine (Demerol), cocaine, oxycodone (Percodan), amobarbital, pentobarbital, sufentanil, etorphine hydrochloride, phenylacetone, dronabinol, secobarbital, and fentanyl.

A student who has surgery or is in an accident may be taking a Schedule II medication outside of those a student may take and be permitted to attend classes under Option 1 or may have been told by his/her doctor to not attend class during the time the student is taking the Schedule II medication. In such cases, a 504 plan can be developed to cover the duration of the student's recovery, which could include homebound instruction.

The specific authorization should be provided on the doctor's letterhead along with the completed Medication Administration Consent Form (4.35F).

The certification may be received through training that is provided by a nationally recognized organization experienced in training laypersons in emergency health treatment or other persons approved by the Department of Health. Examples of National programs are those provided by the American Heart Association and the American Red Cross.

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4.35- STUDENT MEDICATIONS – Drew Central

1. Prescription medications are to be labeled with the student's legal name (on record with the facility), date prescription was filled, provider's name, name of medication, dose, route, frequency, and instructions for the administration of the medication (including times).

2. All medications will be given according to labeling directions on the container. Deviations from label will require a written provider's order.

3. All medications must be in the original container.

4. Medication to be given three times daily or less will NOT be administered at school unless directed specific times on the prescription bottle.

5. Only necessary medications will be given at school and a completed Medication Administration Consent form with a start date and a stop date must be sent WITH EACH MEDICATION.

6. The initial dose of a new medication must be given by the parent/guardian outside of the school. Please make sure your child is tolerating the medicine before you send him/her to school.

7. Only a signed Medication Administration Consent form by the parent/guardian will permit over the counter medication to be given. The form should specifically list which medications the student may take. For example, if the student has a temp, headache, etc. (Tylenol or Motrin), stomachache (Tums or Pepto-Bismol), sore throat (cough drop or peppermint).

8. Students who have a written permission from their parent/guardian and a licensed health care provider to self-administer either an asthma inhaler or auto-injectable epinephrine, or both and who have a current self-administration consent form on file shall be allowed to carry and self-administer such medications.

9. Unless authorized to self-administer, students are not allowed to carry any medications while at school.

10. In the event of unavailability of a school nurse, the nurse may delegate a trained employee to administer the medication at school.

Schedule II Medications

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

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

Self-Administration of Medication

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

1. Self-administer either a rescue inhaler or auto-injectable epinephrine;

2. Perform his/her own blood glucose checks;
3. Administer insulin through the insulin delivery system the student uses;
4. Treat the student's own hypoglycemia and hyperglycemia; or
5. Possess on his or her person:
   a. a rescue inhaler or auto-injectable epinephrine; or

b. the necessary supplies and equipment to perform his/her own diabetes monitoring and treatment functions.

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

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
2. A written order from the student's treating physician stating that the student:
   a. Is capable of completing the proper method of self-administration of the stress dose medication; and
   b. Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

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

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

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

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

Emergency Administration of Glucagon and Insulin

Students may be administered Glucagon, insulin, or both in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

a. An IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
b. A current, valid consent form on file from their parent or guardian.

When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during:

a. The time scheduled for a dose of insulin in the student's IHP; and
b. Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until parent, guardian, other responsible adult, or medical personnel has arrived.

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

Emergency Administration of Epinephrine

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

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

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

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

Emergency Administration of Albuterol

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

The school nurse for each District school shall keep anti-opioid injectors on hand. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

Emergency Administration of Emergency Adrenal Insufficiency Medication

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

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

Legal References:

Ark. State Board of Nursing: School Nurse Roles and Responsibilities

Division of Elementary and Secondary Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin, Glucagon, and Medication for Adrenal Insufficiency or Adrenal Crisis to Arkansas Public School Students

4.35F—MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for the 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 physician or dentist (if applicable) 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.1

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 _____

Date Adopted:

Last Revised: 6/14/2024

4.36 —STUDENT ILLNESS/ACCIDENT

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

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

4.37—EMERGENCY DRILLS

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

The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement. Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.

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

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District's emergency communication with law enforcement method. Students shall be included in the drills to the extent practicable

4.38 —PERMANENT RECORDS

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

4.39 —CORPORAL PUNISHMENT

The Drew Central School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or the superintendent's designated staff members who are required to have a state-issued license as a condition of their employment.

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

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

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled,

non-ambulatory, non-verbal, or autistic.

4.40—HOMELESS STUDENTS

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

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

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

Notwithstanding Policy 4.1, homeless students living in the district are entitled to enroll in the district's school that non-homeless students who live in the same attendance area are eligible to attend. If there is a question concerning the enrollment of a homeless child due to a conflict with Policy 4.1 or 4.2, the child shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute, including all appeals. It is the responsibility of the District's LEA liaison for homeless children and youth to carry out the dispute resolution process.

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

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

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

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

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

- Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

If the District determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, the District shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form

understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal. For an unaccompanied youth, the District shall ensure that the LEA liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

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

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

A homeless student shall be immediately eligible to participate in interscholastic activities at the school in which the student is enrolled.

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

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

d. Are migratory children who are living in circumstances described in clauses (a) through (c).

In accordance with Federal law, information on a homeless child or youth's living situation is part of the student's education record and shall not be considered, or added, to the list of directory information in Policy 4.13.[3]

4.41 —PHYSICAL EXAMINATIONS OR SCREENINGS

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

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

Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F or by providing certification from a physician that he/she has recently examined the student.

4.41 F—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 _____

Comments:

_____

_____

Name of student (Printed)

_____

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

_____

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

4.42—STUDENT HANDBOOK

It shall be the policy of the Drew Central 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.

Date Adopted:

Last Revised:6.14.2024

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:

- Cyberbullying;
- Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
- Pointed questions intended to embarrass or humiliate,
- Mocking, taunting or belittling,

- Non-verbal threats and/or intimidation such as “fronting” or “chesting” a person,
- Demeaning humor relating to a student’s actual or perceived attributes,
- Blackmail, extortion, demands for protection money or other involuntary donations or loans,
- Blocking access to school property or facilities,
- Deliberate physical contact or injury to person or property,
- Stealing or hiding books or belongings,
- Threats of harm to student(s), possessions, or others,
- Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
- 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:

- 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:

- 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

- Prepare a written report of the alleged incident of bullying;

- Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5^{th}) school day following the completion of the written report.

- 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.

- 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:
- That a credible report or complaint of bullying against their student exists;

- Whether the investigation found the credible report or complaint of bullying to be true;

- Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
- Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
- Make a written record of the investigation, which shall include:
- 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;
- Any action taken as a result of the investigation; and
- Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

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

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

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

Copies of this policy shall be available upon request

4.44—NATIONAL ANTHEM

Each school in the District shall broadcast The Star-Spangled Banner at:

· The commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the broadcast of The Star-Spangled Banner may be performed at only one (1) of the events; and

· At least one (1) time each week during school hours.

The broadcast of The Star-Spangled Banner shall be selected from any recording that adheres to the Division of Elementary and Secondary Education (DESE) Rules, or, when appropriate, performed from original sheet music that adheres to DESE rules by:

o A school-sanctioned band program;

o A school-sanctioned chorale program, vocal group, or vocalist; or

o The attendees of a school-sanctioned event led by a vocalist selected by the principal of the school hosting the school-sanctioned event.

Students shall not be compelled to participate in the performance of The Star-Spangled Banner, but students who choose not to participate in the performance of The Star-Spangled Banner shall not disrupt those students choosing to participate in the performance of The Star-Spangled Banner. Students choosing not to participate in the performance of

The Star-Spangled Banner who do not disrupt the participation of performance of The Star-Spangled Banner shall not be subject to any comments, retaliation, or disciplinary action.

4.45 — SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2024 2025 2026

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*[1] will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.[2] 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[3] to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each-; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:[4]

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.[5]

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE). There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

1) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
2) Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;

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

3) Algebra II; and
4) The fourth unit may be either:
   - A math unit approved by DESE beyond Algebra II; or
   - A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

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

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (½) Unit

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.[87]

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units
- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)
- A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

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

Science: three (3) units
a. DESE approved biology – 1 credit;
b. DESE approved physical science – 1 credit; and
c. A third unit that is either:
    - An additional science credit approved by DESE; or
    - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units
- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units
All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

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

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

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*[1] will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both

students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.[2] 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[3] to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:[4]

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.[5]

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (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.[6] There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

Community Service

Each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers.

The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. Except

as provided by this policy, a student must receive at least the following documented clock hours of community service each year:

- Fifteen (15) hours for students in grade nine (9);
- Twenty (20) hours for students in grade ten (10);
- Twenty (20) hours for students in grade eleven (11); and
- Twenty (20) hours for students in grade twelve (12).

Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The District Board of Directors may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:

- A major illness associated with a student or a family member of a student;
- Student homelessness or housing insecurity; and
- Notice to the public school district board of directors if the student is a major contributor to family income.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

1) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
2) Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;

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

3) Algebra II; and
4) The fourth unit may be either:
   - A math unit approved by DESE beyond Algebra II; or
   - A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

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

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (½) Unit

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.[7]

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units
- Algebra or its equivalent***** - 1 unit
- Geometry or its equivalent***** - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)
- A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

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

Science: three (3) units
a. DESE approved biology – 1 credit;
b. DESE approved physical science – 1 credit; and
c. A third unit that is either:
    - An additional science credit approved by DESE; or
    - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units
- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.[7]

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units
All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

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

4.46 —PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited:

1. During the first-class period of each school day;

2. At the commencement of each school-sanctioned after-school assembly; and

3. At the commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the Pledge may be recited at only one (1) of the school-sanctioned sporting events.

Students choosing to participate in the recitation of the Pledge shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall stand or sit quietly while the other students recite the Pledge.

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge. Students choosing not to recite the Pledge who do not disrupt those students who choose to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

Following the recitation of the Pledge, there shall be an observance of one (1) minute of silence. During the one (1) minute of silence, each student may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Students who do not disrupt the one (1) minute of silence shall not be subject to any comments, retaliation, or disciplinary action.

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 anything that can be used to transmit or capture images, sound, or data. Misuse of electronic devices includes, but is not limited to:

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;

2. Permitting any audible sound to come from the device when not being used for reason #1 above;

3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;

4. Using the device to record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms;

5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

Use of an electronic device is permitted to the extent it is approved in a student's IEP or it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Before and after normal school hours, possession of 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.

4.47.1-DREW CENTRAL LOCAL POSSESSION OF CELL PHONES AND OTHER ELECTRONIC DEVICES

Students shall not possess or operate any cell phone or other electronic communication device, including all types of watches, during the school day. Cell Phones and Electronic Communication Devices that are out at any time during the normal school day will be taken to the building principal's office by a school employee. The items may be retrieved from the office by the parent, guardian, or other designee over the age of 18 but not the student. The district-wide range of consequences will apply for use of devices during the school hours or while being transported back and forth to school.

The cell phones and devices have become a consistent disruption to student learning and safety. If you need to send a message to your student, contact the building principal's office before 2:00 p.m.

4.48 - VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

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

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than 20 days after they were created.

Videos, automatic identification, or data compilations containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal; any release or viewing of such records shall be in accordance with current law.

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

4.49—SPECIAL EDUCATION

In accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside:

- Within the district boundaries; or

- Outside of the District boundaries but are enrolled in the District.

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

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

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

4.49.1 DREW CENTRAL SCHOOL DISTRICT ELOPEMENT POLICY

Definition of Elopement: According to the National Autism Association, Elopement is the act of running away, wandering away, walking away, escaping, or otherwise leaving a safe setting unsupervised or unnoticed.

Determining who might be in Jeopardy of Elopement:

1. Student identified with Autism
2. Student identified with limited cognitive abilities
3. Student identified with Emotional Disabilities
4. Any other student under duress

Procedures:

1. Notify Building office and principal that child has left the classroom. (Principal will monitor cameras to determine the child's current location.)
2. Teachers will be signaled using PA system, "Please cover all exits, we have a **Code Yellow** (Teachers will be assigned to their respective duties and made aware that we have students that may be wanderers.)
3. Teachers will make sure another adult is watching the other students in their classrooms before leaving.
4. Office personnel with notify parent.
5. Personnel will attempt to follow the child, stay calm, and attempt to bring him/her to a safe location or be able to notify authorities of the direction they were last seen heading.
6. If the principal/administration determine the situation an emergency, 911 will be called.
7. An incident report will be completed and maintained by the Principal and a copy will be given to the parent.

4.50—SCHOOL MEAL MODIFICATIONS

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

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

The medical statement should include:

1. A description of the student's disability that is sufficient to understand how the disability restricts the student's diet;
2. An explanation of what must be done to accommodate the disability, which may include:

a. Food(s) to avoid or restrict;
b. Food(s) to substitute;
c. Caloric modifications; or
d. The substitution of a liquid nutritive formula.

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

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

Parents may file a grievance regarding the request for accommodations with the District's 504 Coordinator, who will schedule a hearing on the grievance to be held as soon as possible. The 504 coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.
The district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

4.51—FOOD SERVICE PREPAYMENT

Meal Charges

The District participates in CEP and provides meals to all students at no charge. The District does not provide credit for students to charge for a la carte or other food and beverage items available for purchase in the school food service areas. A la carte or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for a la carte or other food and beverage items through any of the following methods:

- Submitting cash or check payment.

4.52 - STUDENTS WHO ARE FOSTER CHILDREN

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

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

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

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

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

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

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

Foster Child School Choice

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

than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

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

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

- The public school or District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the standards for accreditation; or other applicable State rule or Federal regulation; or

- Approving the transfer would conflict with a provision of an enforceable desegregation court order or a public school district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment.

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

A Foster Child School Choice transfer shall remain in effect until the foster child:

- Graduates from high school; or
- Transfers to another school or school district under:
- The Foster Child School Choice Act;
- Opportunity Public School Choice Act;
- The Public School Choice Act of 2015; or
- Any other law that allows a transfer.

The District shall accept credits toward graduation that were awarded by another public school district.

When a foster child transfers from the foster child's school of origin to another school in the District or into the District, the foster child or the foster parent is responsible for the foster child's transportation to and from the school the foster child transferred to. The District and the foster parent, or the foster child if the foster child is eighteen (18) years of age, may enter into a written agreement for the District to provide the transportation to and from the school the foster child transferred to.

4.53— PLACEMENT OF MULTIPLE BIRTH SIBLINGS

The parent, guardian or other person having charge or custody of multiple birth siblings in grades pre-K through 6 may request that the multiple birth siblings are placed in either the same or separate classrooms. The request shall be in writing not later than the 14th calendar day prior to the first day of classes at the beginning of the academic year. The school shall honor the request unless it would require the school to add an additional class to the sibling's grade level. If one parent of multiple birth siblings requests a placement that differs from that of the other parent of the same multiple birth siblings, the school shall determine the appropriate placement of the siblings.

The school may change the classroom placement of one or more of the multiple birth siblings if:

- There have been a minimum of 30 instructional days since the start of the school year; and
  - After consulting with each classroom teacher in which the siblings were placed, the school determines the parent's classroom placement request is:
    - Detrimental to the educational achievement of one or more of the siblings;
    - Disruptive to the siblings' assigned classroom learning environment; or
    - Disruptive to the school's educational or disciplinary environment.

If a parent believes the school has not followed the requirements of this policy, the parent may appeal the multiple birth siblings' classroom placement to the Superintendent. The Superintendent's decision regarding the appeal shall be final.

4.54 - STUDENT ACCELERATION

The Board believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. Acceleration can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability and motivation. At the same time, the Board understands that acceleration is not a replacement for gifted education services or programs.

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school[1] Gifted and Talented Program Coordinator. The district/school Gifted and Talented Program Coordinator shall convene the Acceleration Placement Committee and communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision, which shall include the student's parents or guardians.

While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring, which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.

The District's Gifted and Talented (GT) Program Coordinator will create a written format to govern the referral and determination process, which shall be made available to any parent or staff member upon request.

The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing to the District's GT Coordinator. The Districts GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed. Legal Reference: DESE Gifted and Talented

4.55 STUDENT PROMOTION AND RETENTION

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

Each time a student is assessed by use of a high-quality literacy screener with results at least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8^{th}) grade shall be notified in writing of the student's independent grade-level-equivalency in reading and, in a parent friendly manner, the student's reading progress.

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

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

a. The building principal or designee;
b. The student's teacher(s);
c. School counselor;
d. A 504/special education representative (if applicable); and
e. The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

Each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

The SSP for a student in kindergarten through grade three (K-3) who does not meet the reading standard as set by the state board and determined by a high-quality literacy screener or the statewide assessment shall include an individual reading plan for each student. An individual reading plan shall include:

1. The student's specific, diagnosed reading skill needs, including without limitation:
    - Phonemic awareness;
    - Phonics decoding;
    - Text reading fluency;
    - Vocabulary-building strategies; and
    - Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;
3. How the student's progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student may receive;
5. The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;

6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

All parents, legal guardians, or persons standing in loco parentis shall be notified in writing:
a. Of the content of their child's independent reading plan and progress on the independent reading plan throughout the year; and
b. By no later than October 1 of each year, or as soon as practicable if a student's reading need is identified after October 1:
   - Of their student's eligibility to participate in the literacy tutoring grant program;
   - The process for applying for the literacy tutoring grant program; and
   - Other information provided by DESE.

For each student who does not meet the reading standard established by the state board by the end of third (3rd) grade, including students who are promoted to the fourth (4th) grade under a good cause waiver, the District, during the subsequent summer and school year, shall :

a. Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
b. Assign the student to:
   - If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
   - If the District is unable to identify a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher:
     - With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or
     - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
c. Provide parents, legal guardians, or persons standing in loco parentis to students with a "read-at-home" plan to support student early literacy growth, which shall include evidence-based science of reading strategies and tools that are aligned to a student's individual reading plan for parents, legal guardians, or persons standing in loco parentis to use with their student;
d. Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student's eligibility for a literacy tutoring grant;
e. Be given priority to receive a literacy tutoring grant; and
f. Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned to the science of reading.

The SSP of a student in kindergarten through grade eight (K-8) who is not performing at or above grade level on the state assessment, as defined by the State Board of Education shall include a math intervention plan. The math intervention plan may include the:

1. Provision of each student with access to high-dosage, targeted math tutoring in the subsequent school year, which shall include three (3) or more tutoring sessions a week in a one-on-one or small-group setting;
2. Assignment to:
   - if the District has a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher, with a value-added model score in the top quartile statewide in math for the previous three (3) years; or
   - if the District is unable to find a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher:
     - With a highly-effective rating in the Teacher Excellence and Support System, when possible; or
     - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and
3. Provision of each student with extended time on math instruction during or after school.

All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student's math intervention plan throughout the school year.

By the end of grade eight (8), the student's SSP shall:
- Guide the student along pathways to graduation;
- Address accelerated learning opportunities;
- Address academic deficits and interventions; and

- Include college and career planning components.

Based on a student's score on the college and career assessment:
- The student's SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and
- Provide a basis for counseling concerning postsecondary preparatory programs.

A student's SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student's selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student's SSP annually and to revise the student's SSP as necessary to identify the courses to be taken each year until all required core courses are completed. Part of the review shall include an explanation of the possible impacts the revisions to the plan might have on the student's graduation requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student's diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created:
1. By no later than the end of the school year for a student in grade eight (8) or below[2] who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion or retention of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

- A student who has not met the third-grade reading standard as defined by the state board shall not be promoted to fourth(4^{th}) grade unless the student has a good cause waiver. The following students may receive a good cause waiver:
- Limited English Proficiency students who have had less than three (3) years of instruction in an English language learner program;
- Students with a disability who are not eligible for the alternate assessment and who have an individualized education program or a 504 plan that reflects that the individual student:
  - Has received an intensive, evidence-based literacy intervention program aligned to the science of reading for more than two (2) years; and
  - Still demonstrates a need in reading proficiency or previously was retained in kindergarten, grade one (1), grade two (2), or grade three (3);
- Students who:
  - Have received an intensive, evidence-based literacy intervention program aligned to the science of reading for two (2) or more years;
  - Still demonstrate a need in reading proficiency and who previously were retained in kindergarten, grade one (1), grade two (2), or grade three (3);
  - Have received a special education referral and a full comprehensive evaluation; and
  - Have not met exceptional education criteria;

- Students who have already been retained in kindergarten, grade one (1), grade two (2), or grade three (3) for one (1) year;
- Students who can demonstrate that they are successful and independent readers and can perform at or above grade level by use of subsequent student assessments or alternative assessments; or
- Other students with necessary, justifiable good-cause exemptions identified as appropriate by the state board, in consultation with reading experts.

4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

"Academic Courses" are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the Division of Elementary and Secondary Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

"Extracurricular activities" are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/Interscholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

"Field Trips" are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

"Interscholastic Activities" means athletic or non-athletic/academic activities where students compete on a school vs. school basis.

"Interscholastic Activities" means athletic or non-athletic/academic activities where students compete with students from within the same school.

"Supplemental Improvement Program (SIP)" is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the current Arkansas Activities Association (AAA) Handbook.

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted)[2]. Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to

participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.[3] Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

A student who enrolls in the district and meets the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS shall be eligible to try out for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

Drew Central parents will be given an estimated amount for costs at the beginning of the season or prior to tryouts. It is the expectation that if payments cannot be made; the student and/or parents will participate in school-sponsored fundraising to pay fees and costs not covered by the school district.

Interscholastic Activities

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

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

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

Homeless Students
Students who are determined to be experiencing homelessness by the school's homeless LEA shall be eligible for participation in interscholastic activities.

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.[6]

Interscholastic Activities

AAA Governed Activities

Students participating in Interscholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable Interscholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.

Non-AAA Governed Activities

Unless made ineligible by District policies, all students shall be eligible to participate in non-AAA governed Interscholastic extracurricular activities. Interscholastic activities designed for a particular grade(s) or course(s) shall require the student to be enrolled in the grade(s) or course(s).

School Choice Transfers
A student who transfers under a legal school choice option shall not be denied participation in an extracurricular activity where the student transfers based exclusively on the student's decision to transfer. A student who transfers after July 1 of the year the student enters grade seven (7) shall complete a Changing Schools/Athletic Participation form as defined by AAA, which must be signed by the:

- Superintendent of the student's resident school district;
- Superintendent of the nonresident school district to which the student transfers; and
- Parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

The completed Changing Schools/Athletic Participation form shall be filed with the non-resident school district where the student transfers and the AAA. The Changing Schools/Athletic Participation form shall be signed by the superintendent of a student's resident school district and the superintendent of the nonresident school district to which a student transfers unless there is demonstrable evidence of recruiting by the receiving school district personnel or that the student is transferring to the nonresident school district solely for athletic purposes.

4.56.1 —EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Definitions

"Extracurricular activities" are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/Interscholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

"Field Trips" are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

"Interscholastic Activities" means athletic or non-athletic/academic activities where students compete on a school vs. school basis.

"Interscholastic Activities" means athletic or non-athletic/academic activities where students compete with students from within the same school.

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments or other similar events excepted with approval of the Principal). All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

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

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.
Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

A student who enrolls in the district and meets the definition of "eligible child" in Policy 4.2 - ENTRANCE REQUIREMENTS shall be eligible to try out for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing.

No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

Home-schooled student means a student legally enrolled in an Arkansas home school and who meets or has met the criteria for being a home-schooled student, as established by A.C.A. § 6-15-503.

Interscholastic activity means an activity between schools subject to rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if the superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District; or

- The student's resident school does not offer the interscholastic activity and the superintendent of the non-resident district agrees to allow the student to enroll in the interscholastic activity.

Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in interscholastic activities without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that the home-schooled student is unable to meet because of his or her enrollment in a home school.

No student shall be required to pay for individual or group instruction in order to participate in an interscholastic activity.

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course[3] in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the homeschooled student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11th) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

A home-schooled student who has met the try out criteria, and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;

- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- permission slips, waivers, physical exams; and
- participation or activity fees.

Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.

A home schooled student may begin participating in an interscholastic activity immediately upon being approved to participate by the District if:

- The home schooled student has not withdrawn from an Arkansas Activities Association member school; or
- The student has withdrawn from an AAA member school and enrolled in a home school but did not participate in an interscholastic activity that is a varsity sport at the student's resident district prior to the students withdrawal from the AAA member school.

A student who withdrew from an AAA member school who participated in an interscholastic activity that is a varsity sport at the student's resident district during the previous three hundred sixty-five (365) days shall not be eligible to immediately participate in an interscholastic activity that is a varsity sport in the District. The student will not become eligible for full participation until the completion of the three hundred sixty-five (365) day period from when the student withdrew. A student who is not eligible for full participation may participate in tryouts, practices, classes, or other endeavors associated with the interscholastic activity until the completion of the three hundred sixty-five (365) day period from when the student withdrew.

Notes: .

[2] Only include "or their applicable attendance zone's school" if your district has more than one school per grade configuration.

[3] You can only **require** one course, but a district may permit a student to register for more than one course.

4.57—IMMUNIZATIONS

Definitions

"In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional dose(s).

"Serologic testing" refers to a medical procedure used to determine an individual's immunity to Hepatitis B, Measles, Mumps, Rubella and Varicella.

General Requirements

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against:

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubeola) measles;
- Rubella;
- Mumps;
- Hepatitis A;
- Hepatitis B;
- Meningococcal disease;
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

The only types of proof of immunization the District will accept are immunization records provided by a:

a. Licensed physician;
b. Health department;
c. Military service;
d. Official record from another educational institution in Arkansas; or
e. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating "up-to-date", "complete", "adequate", and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted. as a history of varicella disease must be documented by a licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the student's record.

In order to continue attending classes in the District, the student must have submitted:

- Proof of immunization showing the student to be fully age appropriately vaccinated;
- Written documentation by a public health nurse or private physician of proof the student is in process of being age appropriately immunized, which includes a schedule of the student's next immunization;
- A copy of a letter from ADH indicating immunity based on serologic testing; and/or
- A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

Students whose immunization records or serology results are lost or unavailable are required to receive all age

appropriate vaccinations or submit number 4 above.

Temporary Admittance

While students who are not fully age appropriately immunized or have not yet submitted an immunization waver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may be admitted for a maximum of thirty (30) days (or until October 1st of the current school year for the tetanus, diphtheria, pertussis, and meningococcal vaccinations required at ages eleven (11) and sixteen (16) respectively if October 1st is later in the current school year than the thirty (30) days following the student's admittance). No student shall be withdrawn and readmitted in order to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if the student submits a copy of either number 2 or number 4 above.

Students who are in process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student's temporary admittance; such students shall be excluded from school until the documentation is provided.

The District will not accept copies of applications requesting an exemption for the current school year that are older than two (2) weeks based on the date on the application. Students who submit a copy of an application to receive an exemption from the immunization requirements for the current year to gain temporary admittance have thirty (30) days from the admission date to submit either a letter from ADH granting the exemption or documentation demonstrating the student is in process and a copy of the immunization schedule. Failure to submit the necessary documentation by the close of the thirty (30) days will result in the student being excluded until the documentation is submitted.

Exclusion from School

In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for no fewer than
twenty-one (21) days or even longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student.

To the extent possible, the student's teacher(s) shall place in the principal's office a copy of the student's assignments:

- for the remainder of the week by the end of the initial school day of the student's exclusion; and
- by the end of each school's calendar week for the upcoming week until the student returns to school.

It is the responsibility of the student or the student's parent/legal guardian to make sure that the student's assignments are collected.

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in "examinations" and the District has no control over administering state mandated make-up assessments outside of the state's schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.

Annually by December 1, the District shall create, maintain, and post to the District's website a report that includes the following for each disease requiring an immunization under this policy:

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of Health from an

immunization;

- The number of students within the District who have failed to provide to the public-school proof of the vaccinations required and have not obtained an exemption from ADH;
- The percentage of students within the District who have failed to provide to the public-school proof of the vaccinations required and have not obtained an exemption from ADH; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

4.58—FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA

Food Sharing Table

The District has no food sharing system for food items.

Removing Food Items From the Food Service Area

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

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

4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME-SCHOOLED STUDENTS

The District allows private school and home schooled students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered by the District. The District will place a list of courses that a private school or home schooled student may request to attend on its website by:

1. June 1 for courses to be offered during the Fall semester; and

2. November 1 for courses to be offered during the Spring semester.

A private school or home schooled student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:[1]

a. August 1 for Fall semester courses; or

b. December 1 for Spring semester courses.

The superintendent, or designee, is authorized to waive the application deadline on a case by case basis.

The District permits a private school or home schooled student to attend a maximum of six (6) courses per semester.

The District may reject a private school or home schooled student's request for attendance if the District's acceptance would:

- Require the addition of staff or classrooms;
- Exceed the capacity of a program, class, grade level, or school building;
- Cost the District more for the student to attend the academic course than the District receives for the student's attendance;
- Cause the District to provide educational services the District does not currently provide at a financial

burden to the District; or

- Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home schooled student's request to attend academic course(s), the District will date and time stamp the request for attendance. If a private school or home schooled student is denied attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the District will use the date and time stamp on the request for attendance to determine the private school or home schooled student who will be notified of an opening in the requested course.

As part of the request to attend academic courses in the District, a private school or home schooled student shall:

- Indicate the course(s) the private school or home schooled student is interested in attending;
- If the course(s) the private school or home schooled student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home schooled student intends to attend the physical course or the digital course;
- Submit, along with the student's application, a copy of the student's transcript indicating that the student has received credit for the course(s), or equivalent course(s), that are a prerequisite to the course(s) the student desires to attend at the District;
- Agree to follow the District's discipline policies; and
- Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS.

A private school or home schooled student who fails to attend an academic course by the eleventh (11) day of class or who is absent without excuse for eleven (11) consecutive days during the semester shall be dropped from the course.; however, a private school or home schooled student shall not be considered truant for unexcused absences from the course(s) the student is attending at the District.

Private school or home schooled students shall receive a final grade and transcript for each academic course the student completes.

The responsibility for transportation of any private school or home schooled student attending academic courses in the District shall be borne by the student or the student's parents.

The opportunity provided to home schooled students under this policy is in addition to the opportunity provided in Policy 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

DREW CENTRAL SCHOOL DISTRICT

Policy Number

CRISIS PREVENTION POLICY **PSD 4.9-24-19**

This User Force Policy establishes the process by which the Drew Central School District shall comply with the guidelines of Arkansas Department of Education.

According to the Arkansas Department of Education Advisory Guidelines for the Use of Student Restraints in Public School or Educational Settings 2014 every effort should be made (a) to prevent the need for the use of physical restraint and seclusion; and (b) any behavioral intervention must be consistent with the student's right to be treated with dignity and to be free from abuse. In addition, any restraint should be avoided to the greatest extent possible without endangering the safety of students and staff; and physical restraint should not be used except in situations where the student's behavior poses an imminent danger of serious physical harm to self or others. Physical restraint should be discontinued as soon as the imminent danger of serious physical harm to self or others has dissipated.

The Drew Central School District has been trained and utilizes Certified Restraint Training (CRT). The mission of CRT is to train individuals to use non-combative techniques to de-escalate a given situation due to mental or physical stress that could cause someone to strike out and injure themselves or others physically. If physical restraint is necessary, trainees are instructed on how to use the least amount of force needed to restrain an individual and prevent others from being harmed.
Techniques in the order of implementation include:

Non-Physical intervention:

1. **Nonverbal and Verbal De-escalation**
2. **Escape/Blocking**

Physical Intervention:

1. **Single Wrist Hold**
2. **Double Wrist Hold**
3. **Transporting**

4.60- STUDENTS BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.

Examples of aversive behavioral interventions include, but are not limited to:

- Hitting;
- Pinching;
- Slapping;
- Using a water spray;
- Using noxious fumes;
- Requiring extreme physical exercise;
- Using loud auditory stimulus;
- Withholding meals; and
- Denying reasonable access to toileting facilities.

"Behavioral intervention" means the implementation of a service, support, or strategy to teach and increase appropriate behavior or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of a student.

“Behavior Intervention Plan" (BIP) means a written plan that:

1. Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student’s emotional, social, or behavioral goals;
2. Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and

Includes the following at a minimum:

1. A definition or description of the desired target behavior or outcome in specific measurable terms;
2. A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
3. A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student’s needs;
4. A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
5. A plan for managing a crisis situation;
6. A system to collect, analyze, and evaluate data about the student;
7. The school personnel, resources, and training needed before implementation of the BIP; and
8. The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

"Chemical restraint" means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other qualified health professional acting within the scope of the individual’s professional authority
under state law, for the standard treatment of a medical or psychiatric condition of a student and is administered as

prescribed by the licensed physician or other qualified health professional acting within the scope of the individual's professional authority under state law.

"Crisis" means a situation in which a student engages in a behavior that threatens the health and safety of the student or others and includes without limitation a situation in which the student becomes aggressive or violent at school and is unable to regain self-control without posing a danger of injury to himself or herself or others.

"Crisis intervention" means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from reoccurring after the crisis ends.

"Dangerous behavior" means the behavior of a student that presents an imminent danger of serious physical harm to the student or others; however, dangerous behavior does not include the following:

1. Disrespect;
2. Noncompliance;
3. Insubordination; or
4. Destruction of property that does not create an imminent danger.

"De-escalation" means the use of a behavior management technique that helps a student increase the student's control over the student's emotions and behavior and results in a reduction of a present or potential level of danger that in turn reduces the level of imminent danger of serious physical harm to the student or others.

"Emergency" means a serious and unexpected situation that requires immediate action and which may be dangerous.

"Functional Behavior Assessment" (FBA) means a problem analysis step that:

Occurs within the context of data-based problem-solving and involves:

1. The review of existing records and other sources of information;
2. Diagnostic or historical interviews;
3. Structured academic or behavioral observations; and
4. Authentic, criterion-referenced, or norm-referenced tests; and
5. Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

"Imminent danger" means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.

"Mechanical restraint" means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.

"Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.

"Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.

"Positive behavioral support" means the application of behavior analysis that:

Is used to achieve socially important behavior change; Occurs at the:

- Prevention level for all students in a school;
- Strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and
- Intensive service or crisis-management level for a student who needs multifaceted or comprehensive

behavioral or mental health services; and
- Involves a planned and collaborative school-wide approach that is implemented with a goal of establishing a positive and supportive school environment that:
- Teaches and reinforces prosocial behavior in a student;
- Holds a student positively accountable for meeting an established behavioral expectation; and
- Maintains a level of consistency throughout the implementation process; and
- That is accomplished by using positive behavioral programs, strategies, or approaches.

"Prone restraint" means restraining a student in a face-down position on the floor or another surface and applying physical pressure to the body of the student to keep the student in the prone position.

"Serious physical harm" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

"Supine restraint" means the restraint of a student in a face-up position on the student's back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.

Positive Behavioral Supports

The District shall implement positive behavioral supports to be used at the:

- Prevention level for each student in a school;
- Strategic intervention level for a student who is not responding, from a social, emotional, or behavioral perspective, to the prevention level; and
- Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services.

The District's positive behavioral support shall include:

- The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
- Holding a student positively accountable for meeting an established behavioral expectation;
- Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
- The following interrelated activities:
- Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;
- Focusing on preventing the development and occurrence of problem behavior;
- Regularly reviewing behavior data to adapt the District's procedures to meet the needs of every student; and
- Providing a multitiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.

The following principles shall form the basis of the District's positive behavioral support system and conflict resolution or de-escalation approach:

- A student has the right to be treated with dignity;
- A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;
- Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;
- Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and
- Each student who exhibits an ongoing behavior that interferes with the student's learning or the learning of others, and who is nonresponsive to effectively implemented classroom or administrative intervention, should receive additional intensive behavioral intervention that is based on an FBA and data-based problem solving.

Problem Solving and Intervention Team

A problem-solving and intervention team shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The problem-solving and intervention team shall include at least one (1) member who is an academic and behavioral assessment and intervention professional.

A student's problem-solving and intervention team shall:

- Work with the teachers of a student to complete an FBA of the student and an assessment of any problematic situations involving the student;
- Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
- Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.
- Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

Physical Restraint

Except in the case of a clearly unavoidable emergency situation in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency situation, the physical restraint of a student shall only be used by a member of school personnel who is appropriately trained to administer physical restraint.

When using physical restraint on a student, school personnel shall:

- Use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- Use the safest method available and appropriate to the situation;
- Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;
- Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
- Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student;
- Continuously and visually observe and monitor the student while the student is under physical restraint;
- Physical restraint of a student shall only be used for a limited period of time and shall not be used;
- When imminent danger or serious physical harm to the student or others dissipates;
- If a medical condition occurs that puts the student at risk of harm;
- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others.

After the threat of imminent danger of serious physical harm to the student or others dissipates; or in the following manner:

- To punish or discipline the student;
- To coerce the student;
- To force the student to comply;
- To retaliate against the student;
- To replace the use of an appropriate educational or behavioral support;
- As a routine safety measure;
- As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
- As a convenience for school personnel; or
- To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

Even in an emergency, supine restraint shall not be used on a student except by a staff person who has been certified by a crisis intervention training program and the certified staff person determines that supine restraint is required to provide safety for the student and others.

At no time shall school personnel use the following on a student:

- Mechanical restraint;
- Chemical restraint;
- Aversive behavioral interventions that compromise health and safety;
- Physical restraint that is life-threatening or medically contraindicated; or
- Prone restraint or other restraint that restricts the breathing of a student.

Following the first incident of physical restraint used on a student, an FBA shall be conducted unless a previous FBA was conducted for the same behavior that was at issue when the physical restraint was used.

The use of physical restraint on a student as a planned behavioral intervention shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or other individual planning document but may be considered as a crisis intervention if appropriate for the student. A student's IEP team or 504 Plan team shall consider whether an FBA should be performed; if a BIP should be developed for the student or if a student's existing BIP should be revised; and if additional behavioral goals and interventions should be included in the student's existing IEP or 504 Plan.

Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel:

- The student's problem-solving and intervention team;
- The student's IEP team; or
- The student's 504 Plan team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.

Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

Reports and Debriefing

After the occurrence of an incident involving physical restraint of a student, the building principal, or the principal's designee, shall be notified of the incident as soon as possible but by no later than the end of the school day when the incident occurred.

The student's parent shall be notified of the incident of the use of physical restraint via verbal or electronic communication as soon as possible but by no later than the end of the school day when the incident occurred. In the event the student's parent is unable to be notified via verbal or electronic communication within twenty-four (24) hours after the incident occurred, then the parent shall be mailed written notification of the incident within forty-eight (48) hours after the incident occurred.

School personnel involved in the incident shall document the incident in a written report, which is to be completed within twenty-four (24) hours after the incident occurred. The written report of the incident shall:

A. Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
B. Be maintained in the student's education record; and
C. Be provided to the student's parent within one (1) school day of the completion of the report.

A debriefing meeting shall be held within two (2) school days after the incident occurred. The following school personnel shall be present at the debriefing meeting:

A. A member of school personnel who was present during the incident;
B. A member of school personnel who was in the proximity of the student on whom physical restraint was used immediately before and during the time of the incident;
C. A school administrator; and
D. Any other member of school personnel determined to be appropriate by the District.

The purpose of the debriefing meeting shall be to:

A. Determine whether the procedures used during the incident were necessary;
B. Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
C. Evaluate the school district's positive behavioral supports system and prevention techniques in order to minimize future use of physical restraint; and
D. If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred;
E. Reevaluate the training needs of school personnel;
F. Reevaluate the physical restraint policy and practices; and
G. Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

A. Consider relevant information in the student's education record, including without limitation;
B. The concerns of the student's parent;
C. The student's social and medical history;
D. The student's FBA, if one exists; and
E. The student's BIP, if one exists;
F. Consider relevant information from the teachers, parents, and other District professionals;
G. Discuss whether positive behavior supports were appropriately implemented;
H. Discuss the duration and frequency of the use of physical restraint on the student;
I. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
J. Consider whether additional intervention and support is necessary for the student;
K. Consider whether additional intervention and support is necessary for school personnel; and
L. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation;
M. The student;
N. The student's parent; and
O. Other school personnel or students who witnessed the incident.

DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:

A. Submitted to the building principal;
B. Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
C. Maintained as part of the student's education record along with other documents consulted during the debriefing meeting.

4.61—STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

"Multiple occupancy room" means an area in a District building that is designed or designated to be used by one (1) or more individuals at the same time and in which one (1) or more individuals may be in various stages of undress in the presence of other individuals, which includes, without limitation, a restroom, locker room, changing room, or shower room.

“Sex" means the physical condition of being male or female based on genetics and physiology, which may be demonstrated by the sex identified on a student’s original birth certificate.

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student’s sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

- custodial, maintenance, or inspection purposes;
- To render emergency medical assistance;
- To address an ongoing emergency, including without limitation a physical altercation;
- To accommodate individuals protected under the Americans with Disabilities Act; or
- To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

4.62—STUDENT NAME, TITLE, OR PRONOUN – UPDATED 05 01 23

Unless a District employee has the written permission of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student or the student if the student is an emancipated minor or over eighteen (18) years of age, a District employee shall not address a student with a:

1. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
2. Pronoun or title that is inconsistent with the student's biological sex.

A student shall not be subject to discipline for declining to address a person using a:

a. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
b. Pronoun or title that is inconsistent with the person's biological sex.

4.63—STUDENT RELIGIOUS EXPRESSION

The Drew Central 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.1

A student or the student's parent can request the student's teacher to 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.2

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.

Information on how to participate in a student forum shall be provided to all students.13

In addition to the salutatorian and valedictorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District's graduation ceremony:24

Legal References: A.C.A. § 6-10-138139
A.C.A. § 6-18-101
A.C.A. § 6-18-1201 et seq.

Date Adopted:

Last Revised:

5.11—DIGITAL LEARNING COURSES

Definitions

For the purposes of this policy:
"Blended Learning" is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

"Digital Learning" means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

"Instructional Materials" means:
1. Traditional books, textbooks, and trade books in printed and bound form;
2. Activity-oriented programs that may include:
    a. Manipulatives;
    b. Hand-held calculators;
    c. Other hands-on materials; and
1. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

"Online Learning" is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

"Public School Student Accessing Courses at a Distance" means a student who is scheduled for a full course load through the District and attends all classes virtually.

Digital Course Offerings

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format and shall be tailored to meet the needs of each student.

All digitally offered courses shall meet or exceed the State Board of Education's curriculum standards and requirements and be capable of being assessed and measured through standardized or local assessments. Additionally, the District shall ensure there is sufficient infrastructure to handle and facilitate a quality digital learning environment.

The District shall annually determine what District created digital learning courses it will provide to our students.[1] The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved as part of the Arkansas Course Choice Program by the Division of Elementary and Secondary Education (DESE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by DESE.

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8—USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any ~~or all of his/her~~ scheduled courses digitally if offered digitally by the District or, if applicable, through the Arkansas Course Choice Program. The student's attendance in the student's digital course(s) shall be determined in accordance with Policy 4.7—ABSENCES.[2]

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.[3]

Except as required by Policy 5.19, the District may restrict a student's access to digital courses when the student's building principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.[4]

Definitions

For the purposes of this policy:

"Blended Learning" is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

"Digital Learning" means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

"Instructional Materials" means:

1. Traditional books, textbooks, and trade books in printed and bound form;

2. Activity-oriented programs that may include:

a. Manipulatives;

b. Hand-held calculators;

c. Other hands-on materials; and

3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

"Online Learning" is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

"Public School Student Accessing Courses at a Distance" means a student who is scheduled for a full course load through the District and attends all classes virtually.

5.13 - HOMEWORK

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

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

Parents shall be notified of this policy at the beginning of each school year.

5.14—GRADING

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons standing in loco parentis, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine (9) week grading period to keep parents/guardians informed of their student's progress.

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

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

1. A change in the child's school enrollment;

2. The child's attendance at a dependency-neglect court proceeding; or

3. The child's attendance at court-ordered counseling or treatment.

The grading scale for all schools in the district shall be as follows:

A =100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

The grade point values for Advanced Placement (AP), approved courses for weighted credit, International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus the final grade would be (0.25 X 83) + (0.75 X 75) = 77%.

PROGRESS REPORTS

A progress report will be sent home at the end of the fifth week of each quarter. The reports will be sent home with the students, and it is the student's responsibility to ensure their parents/guardians see the progress reports. Parents/guardians may also access their child's grades and attendance on the internet for more frequent monitoring.

REPORT CARDS

Report cards will be issued at the end of the nine-week period. It is the responsibility of the student to make sure their parents see the report card.

CLASSIFICATION OF STUDENTS

Students are classified on the number of credits earned. The following credits are required for promotion to the next grade. 2006 Classification (25 credits to graduate)
6 credits earned-Sophomore
12 credits earned-Junior
18 credits earned-Senior
Any student with less than the listed number of credits for a senior classification that can prove they are enrolled in enough courses to receive the required graduation credits may be classified as a senior.
After four years in grades 9-12 and successfully earning all required credits, students are eligible for a high school diploma. If requirements are not met, students have the option of remaining one more year to complete the requirements for high school graduation.

5.16 - HONOR GRADUATES

Students desiring to graduate with “Honors” must complete the following requirements:

1. Must complete ten (10) of the following courses: Pre-AP English I, II; Chemistry; Physics; Algebra II, III; Calculus; Advanced Math/Trigonometry, Spanish I, II, III; French I, II, III; Multimedia I, II; Computerized Accounting; Anatomy and Physiology; any AP courses or approved concurrent credit courses.

2. “Honor” graduates must satisfy the “Minimum Core Curriculum” as established by the Arkansas Department of Education.

Graduates with "Highest Honors" will have satisfied all of the above requirements for their graduating class who have attained a cumulative grade point average of 3.90 to 4.00 based on a 4.0 grade point scale by the end of the first semester of their graduating year.

Graduates with "Honors" will have satisfied all of the above requirements for their graduating class and have attained a cumulative grade point average of 3.50 to 3.89 based on a 4.0 grade point scale by the end of the first semester of their graduating year.

Regular graduates will be the remaining students. Ranking will be based only on their GPA with no special consideration given to honor courses or course difficulty (including those students with fewer than ten honor credits). Class rank for these students will not be publicly announced but will be recorded on each graduate’s permanent record and available only to him/her or the authorized person receiving the transcript.

Highest Honor” and “Honor graduates will be recognized for their accomplishments. They will receive medallions at the commencement program.

Transfer students to qualify for “Honors” recognition shall meet the following:

1. Entering sophomores must meet our entire policy.

2. Transcripts will be evaluated against the Drew Central School District Honors Policy – only classes recognized in this policy will be credited.

3. Advanced Placement (AP) classes as labeled by the College Board shall be the exception.

5.20—ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS COURSES

Students in grades 7-12 who take advanced placement (AP) courses or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) or the Division of Career and Technical Education (DCTE) shall be graded according to the following schedule:

A =100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 5 points
B = 4 points
C = 3 points
D = 2 point
F = 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course:

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and

- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.[2]

"Honors Courses" are those courses that have been approved by DESE as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation.

For career and technical education courses taken after July 1, 2023, career and technical courses that are eligible for weighted credit are those career and technical education courses that are approved by DCTE to exceed the curriculum standards for a non-weighted class and lead to an approved industry-recognized certification. A student shall receive weighted credit for each approved career and technical education course upon the student:

- Completing the relevant career and technical pathway; and
- Earning the high-value industry credential aligned with the career and technical pathway.

Students who transfer into the district will be given weighted credit for the AP courses; IB courses; honors or concurrent credit college courses;[1] and other courses approved by DESE and DCTE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale

5.23—EQUIVALENCE BETWEEN SCHOOLS

Option 1

The Drew Central School District is committed to providing a quality education for all students in each of the district's schools. The equitable distribution of district resources is one means the district shall use to ensure all of its students receive a quality education. The Board directs that services in Title I schools, when taken as a whole, be at least comparable to services in schools that are not receiving Title I funds. Curriculum materials, instructional supplies, and the percentages of qualified personnel shall be equivalent between all schools in the district when compared on a grade-span by grade-span basis12, school-by-school basis12. Specifically, the goal of the district is to have its students given an equitable opportunity to learn regardless of the school they attend within the district.

The Board understands that the equivalence between schools shall not be measured by such things as:

1. Changes in enrollment after the start of the school year;
2. Varying costs associated with providing services to children with disabilities,;
3. Unexpected changes in personnel assignments occurring after the beginning of the school year;
4. Expenditures on language instruction education programs; and;
5. Other expenditures from supplemental State or local funds consistent with the intent of Title I.

Option 2

The Drew Central School District is committed to providing a quality education for all students in each of the district's schools. The equitable distribution of district resources is one means the district shall use to ensure all of its students receive a quality education. The Board directs that services in Title I schools, when taken as a whole, are substantially comparable to services in schools that are not receiving Title I funds. Curriculum materials, instructional supplies, and the percentages of qualified personnel shall be equivalent between all schools in the district when compared on a grade-span by grade-span basis2, school-by-school basis2. Specifically, the goal of the district is to have its students given an equitable opportunity to learn regardless of the school they attend within the district.

The Board understands that the equivalence between schools shall not be measured by such things as:

a. Changes in enrollment after the start of the school year;
b. Varying costs associated with providing services to children with disabilities;
c. Unexpected changes in personnel assignments occurring after the beginning of the school year;
d. Expenditures on language instruction education programs; and
e. Other expenditures from supplemental State or local funds consistent with the intent of Title I.

Legal Reference: 20 USC § 6321(a),(b), and (c)

Date Adopted:

Last Revised: 6/14/2020

5.26—ALTERNATIVE LEARNING ENVIRONMENTS

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE shall not be punitive in nature.

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate);
    - The District shall document its efforts to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to schedule a meeting or a phone call for a placement meeting at the convenience of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis, and maintain such documentation in the student’s Student Action Plan (SAP).
- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

Students who are placed in the ALE shall exhibit at least two (2) of the following characteristics:

1. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
2. Abuse: physical, mental, or sexual;
3. Frequent relocation of residency;
4. Homelessness;
5. Inadequate emotional support;
6. Mental/physical health problems;
7. Pregnancy;
8. Being a single parent;
9. Personal or family problems or situations;

10. Recurring absenteeism;

11. Dropping out from school; or

12. Disruptive behavior.

Before or upon entry into the ALE, the ALE program shall assess the student in order to provide intervention services designed to address the student's specific educational and behavioral needs, with the focus for behavioral needs on long-term improvement of the student's ability to control the student's behavior.

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE; the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate); and the student, outlining the responsibility of the ALE; parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student. The SAP may be revised from time to time by the ALE placement team. The SAP shall contain at a minimum:

a. A plan of intervention services to be provided to address the student's specific educational needs and, if appropriate, the student's behavioral needs;

b. Goals and objectives necessary to achieve positive reintegration into the regular educational environment;

c. Exit criteria on which to base a student's return to the regular educational environment;

d. Documentation of the presence of the characteristics listed above that were the reason for the student's referral to the ALE program;

e. Documentation of the specific ALE programming and supports that will address each identified characteristic or situation causing a barrier to the student's success; and

f. A positive behavior or transitional plan prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the Division of Elementary and Secondary Education (DESE) Rules.

5.26.1—ALE ALTERNATIVE LEARNING ENVIRONMENT PROGRAM EVALUATION

The District's Alternative Learning Environment (ALE) program shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that: is conducive to learning, that eliminates traditional barriers to learning, and at compliance with the Division of Elementary and Secondary Education Rules Governing Student Special Needs Funding.

- Is conducive to learning;
- Eliminates traditional barriers to learning; and
- Is in compliance with the Division of Elementary and Secondary Education Rules Governing Student Special Needs Funding.

The evaluation shall specifically address how the use of ALE funds is in alignment with the district's school district support plan in addressing identified achievement gaps and student performance deficiencies.

Legal References: A.C.A. § 6-15-2914
DESE Rules Governing Student Special Needs Funding

Date Adopted:

Last Revised:

5.36.D – DREW CENTRAL SCHOOL DISTRICT HOMEBOUND SERVICES

Homebound instruction is designed to provide continuity of educational services between the classroom and the home setting for students whose medical needs indicate that the student is unable to attend school for a period of time. In order for a student to receive homebound services, the following must be provided: medical prescription from a doctor on physician letterhead stating the medical condition, physical exam, medication, and effects and extent of limitation and ability. Students will be reevaluated every three months to determine if services will continue. A new prescription must be provided each evaluation period if services are to continue.

In order to be considered for homebound instruction:

- A student must have an illness or injury that prevents school attendance and is documented by a medical doctor.
- The student would require homebound services longer than 10 consecutive school days.
- A completed Homebound Instruction Application must be submitted to the Homebound Liaison. The application must be completed by a medical doctor and signed by both the parent and doctor. Incomplete forms will not be considered for approval. It is the responsibility of the parent to contact the doctor's office and provide the necessary documentation. A specific length of time for services (example - 6 weeks) or date of return to school is required.
- Homebound services are for short term and not intended to replace regular classroom instruction.

Other Information:

- The length of services may be shortened or extended with additional documentation from a doctor. Students will be reevaluated every three months to determine if services will continue. It is the responsibility of the parent to contact the doctor for appropriate documentation and provide it to the Homebound Liaison prior to returning to school earlier than expected or extending services. Attendance policies will apply after the end date for services unless the Homebound Liaison receives documentation directly from the doctor requesting an extension of services with a new specific end date.
- The parent is responsible for notifying the homebound instructor and the Homebound Liaison when a student returns to school or will need an extension of services.
- Attendance policies continue to apply to student absences until homebound instruction is officially approved by the homebound committee and the student (parent/guardian) has been notified of the approval for homebound. Submitting a request does not assure approval of the request.
- Upon application and approval of homebound instruction, students must understand that their schedules may be adjusted due to specific class and/or subject requirements that cannot be effectively taught and learned in the homebound setting. The adjusted schedule could affect the expected graduation date. These courses may include, but are not limited to the following classes: Pre-AP, AP, foreign language, band, vocational electives, etc.
- Students who are homebound for a period of six weeks or less may be able to continue with some (or all) of their current classes with the recommendation of the classroom teacher and the approval of the principal.
- A student can be served by either Homebound instruction, or attend class at school. These educational services will not be provided simultaneously to a student.
- Homebound instruction consists of a minimum of two (2) hours and a maximum of five (5) hours of direct instruction per week. After direct instruction, the student will be responsible for completing assignments independently as assigned by the homebound tutor. If a student has an IEP,

homebound instruction consists of a minimum of four (4) hours per week and provide any related services identified in the IEP.

· Students must notify the principal or building counselor immediately if they anticipate not completing their assignments by the assigned deadlines. Students/guardians must contact the homebound instructor if they are unable to meet during the appointed time/location. Homebound services can be discontinued due to repeated cancellations. This could result in a loss of credit.

· Students will follow the school requirements regarding semester tests.

5.3—CURRICULUM DEVELOPMENT

Sequential curricula should be developed for each subject area. Curricula are to be aligned with the curriculum frameworks and used to plan instruction leading to student proficiency on the Arkansas Academic Standards. Curricula should be in alignment with the District's vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

The Board of Education is responsible for reviewing and approving all instructional programs offered by the District as well as approving significant changes to courses or course materials before they are implemented. The Superintendent is responsible for making curriculum recommendations.

Each school shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education.[1] Each school's administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.[2]

The District shall not purchase curriculum for the District's reading program that is not from the list of curricula approved by the Division of Elementary and Secondary Education.[3]

No curriculum or classroom instruction shall be provided on the following topics before grade five (5):

- Sexually explicit materials;
- Sexual reproduction;
- Sexual intercourse;
- Gender identity; or
- Sexual orientation.

5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

Definitions

"Curriculum" means the sequences of public school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

"Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

The use of instructional materials, including classroom events or activities associated with classroom instruction, beyond those approved as part of the curriculum/textbook program must be compatible with school and district policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from the school's principal prior to putting the materials into use.

All instructional materials, including classroom events or activities associated with classroom instruction, used as part of the

educational curriculum of a student shall be available for inspection by the parents or guardians of the student.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

In addition to all other inspection rights under this policy, the following shall be made available for inspection regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program:

a. Curricula;
b. Materials;
c. Tests;
d. Surveys;
e. Questionnaires;
f. Activities; and
g. Instruction of any kind.

Except when directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction, the District shall provide written notification to parents and legal guardians of their ability to exercise their rights under this policy to review items A-G above or to challenge and/or opt their student out of items under A-G above as permitted under Policy 5.6. The District's notification method shall ensure that the District receives a confirmation of the written notification receipt from parents and legal guardians.

The same notification requirements and opt out options as above for gender identity and sexual orientation shall apply to the sexual abuse and assault and human trafficking prevention education the District provides to students.

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

5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Definitions

"Curriculum" means the sequences of public school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

"Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

Instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are selected for their compatibility with the District's educational program and their ability to help fulfill the District's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials, including classroom events or activities associated with classroom instruction, may do so by filling out a *Challenge to Instructional Material* form available in the school's office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevance to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent[1].

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form

previously presented to the principal. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.[2]

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's *Challenge to Instructional Material* form.

If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's decision to the Board. The Superintendent shall present the contesting individual's *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be if the instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are:

- Misleading;
- Factually inaccurate; or
- Otherwise inappropriate for the intended educational use.

In addition to the notification requirements under Policy 5.5 and all other challenge rights under this policy, parents and legal guardians may opt their students out of any of the following by submission of form 5.6F2 regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program except when the item is directly related to a requirement under the Arkansas academic standards; a District employee is responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction:

a. Curricula;
b. Materials;
c. Tests;
d. Surveys;
e. Questionnaires;
f. Activities; and
g. Instruction of any kind.

Students who are excused under this policy from participating in any or all portions of items A-G above shall not be penalized for grading purposes if the student satisfactorily performs alternative lessons related to health.

The same notification requirements and opt out options as above for gender identity and sexual orientation shall apply to the sexual abuse and assault and human trafficking prevention education the District provides to students.

The rights provided to parents under this policy transfer to the student when the student turns eighteen (18) years old.

6.4—VOLUNTEERS

Enlisting the support of volunteers is a way the District can expand the scope of resources and knowledge available to enrich the students' educational experiences, while strengthening the relationship between the school and the community. Volunteers can also perform non-instructional tasks that allow licensed personnel more time to devote to instruction.

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

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

1. Be at least twenty-two (22) years of age; and

2. Meet the requirements adopted by the Arkansas Activities Association (AAA) to volunteer for any athletics program for grades seven (7) through twelve (12).

A member of the board of directors of the District or the spouse of a member of the board of directors of the District may not be a registered volunteer for the District unless a majority of the disinterested members of the Board of Directors approves a resolution for the board member or board member's spouse to be a registered volunteer. The resolution approving the board member or board member's spouse to be a registered volunteer shall be effective for only one (1) school year.

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

- Football;
- Basketball; and
- Track and field.
-

Background Checks for Volunteers

For the purposes of this policy, "clear background check" means that:

o A background check was performed on the potential school volunteer in accordance with A.C.A. §§ 12-12-1601 et seq.;

o The potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. §§ 6-17-410, 6-17-411 or 6-17-414 according to both the National and Arkansas background checks;

o The potential school volunteer's name was not found on the Child Abuse Central Registry; and

o The Arkansas Educator Licensure System does not indicate the potential volunteer to:

- Have a currently suspended or revoked educator's license; or
- Be the recipient of a current Level 3 or Level 4 public notification of ethics violation.

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

The Application for an initial background check may be made through the District administrative office. The District may charge the potential volunteer the same fee charged by the State of Arkansas for performing the check. For a volunteer who has passed his/her previous background check, the District will incur the fee charged by the State of Arkansas for performing a renewal background check.

A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of his or her entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration: the circumstance or circumstances surrounding the act or omission that lead to the conviction, Child Abuse Registry true finding, or the receipt of the Level 3 or Level 4 Public Notification of Ethics Violation; the age of the person at the time of the act or omission; the length of time that has passed without reoffending; and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may adopt a resolution by majority vote providing an exception to this policy's requirement for a time period not to exceed five (5) years. The board must consider this matter in open session, and may not confer or deliberate in closed or executive session.

The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender or whose educator license has been revoked or is currently suspended.

Clear background checks for school volunteers are required prior to any volunteer service to the school district, school,

teacher, or classroom, and all clear check volunteers will be issued special volunteer identification to wear prominently when performing their volunteer duties; no person may serve as a volunteer without wearing the provided identification.

No information relating to the application for or receipt of a criminal background check, including that a background check has or has not been applied for, shall be subject to disclosure under the Arkansas Freedom of Information Act, as provided by
A.C.A. §§ 12-12-1601 et seq. Requests for background checks and reports on background checks obtained under this policy shall be retained by the district for a minimum of three (3) years.

The District shall maintain the following information on volunteers:

a. The total number, location, and duties of all volunteers;

b. The total number of annual hours of service provided by volunteers; and

c. Any reimbursements made to volunteers for expenses, transportation, or other costs incurred in connection with volunteer services.

Volunteers who are mandated reporters will be made aware of their status as mandated reporters of child maltreatment and will receive training on the responsibilities of a mandated reporter.

6.5—VISITORS TO THE SCHOOLS

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

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge.

Visitors, including parents, wishing to speak with students during the school day shall register first with the office.

Visitors to the school are directed to not use a 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; or

· Create, send, share, capture, or post audio, video, or photographs of District students unless the visitor:

- Has received permission to do so by someone authorized to grant such permission on behalf of the student or the student if the student is eighteen (18 years old);
- Received authorization from the District to do so on behalf of the District; or
- Is required to do so as part of the individual's job duties, including as a member of the media.

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.1

Legal References: A.C.A. § 6-21-606

A.C.A. § 6-21-607

Date Adopted:

Last Revised:

6.10—SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)

The Drew Central School District shall work with area law enforcement in a manner consistent with applicable state law and Division of Elementary and Secondary Education Rules to communicate the presence of a sexual offender. When necessary, law enforcement may contact building principals to provide information concerning registered sex offenders. The decision regarding the school principals to be notified rests solely with law enforcement officials; law enforcement officials use a rating system to determine who needs to be notified, which is according to the sex offender's dangerousness to the community.

In turn, building principals should notify any employee who is regularly in a position to observe unauthorized persons on or near the school's property in the ordinary course of their employment. Employees notified could include any of the following: aides, bus drivers, coaches, maintenance staff, professional support staff, school level administrative staff, security personnel, teachers' assistants, and teachers.

It is important that school personnel who receive sex offender notifications understand that they are receiving the sex offender notifications in their official capacity and are not to disseminate information about an offender to anyone outside the school. If school personnel are asked about notification information by an organization using school facilities, the organization should be referred to the area law enforcement agency that issued the notice.

Persons not to be notified, except at the specific discretion of area law enforcement officials, include: members of parent-teacher organizations, other schools, organizations using school facilities, students, parents or guardians of students, and the press. District personnel may inform the press about procedures that have been put in place and other general topics, but may not reveal the name or any other specifics regarding an offender.

A parent or guardian who is a Level 1 or Level 2 sex offender shall be allowed to enter the school campus to attend parent-teacher conferences or any other activity that is appropriate for a parent, guardian, or community member.

Level 3 and Level 4 sex offenders may only enter the school campus in the following instances:

1. The offender is a student attending school in the district;

2. To attend a graduation or baccalaureate ceremony;

3. It is a non-student contact day according to the school calendar or no school-sponsored event is taking place on campus;

4. The offender is a parent or guardian of a student enrolled in the district and goes directly to the school office to have school personnel deliver medicine, food, or personal items for the student;

5. The offender is a parent or guardian of a student and enters the school campus where the student is enrolled to attend a scheduled parent-teacher conference and the offender is escorted to and from the conference by a designated school official or employee.

A Level 3, but not a Level 4, sex offender may attend a school sponsored event for which an admission fee is charged or tickets are sold or distributed if the sex offender:

· Is the parent, guardian, great-grandparent, or is related by blood or marriage within the second (2nd) degree of consanguinity to a student enrolled in the public school; and

· Notifies the administration of the school in writing at least twenty-four (24) hours before the start of the event that he or she will be attending the event.

A Level 3 and Level 4 sex offender who is the parent or guardian of a child enrolled in the district and who wishes to enter the school campus in which the student is enrolled for any other purpose than those listed above, must give reasonable notice to the school principal or his/her designee. The principal or designee may allow the sex offender to enter upon the campus provided there is a designated school official or employee to escort and supervise the sex offender while they remain on campus. The sex offender shall not enter upon the school campus until such time as a designated school official or employee is available.

Copies of the notification from law enforcement should be kept in a secure place accessible to teachers and staff, but should not be posted on school bulletin boards or made available to students or members of the community at large.

6.11—PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - DISTRICT

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

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

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

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

6.11 —PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - SCHOOL

Drew Central Elementary, Drew Central Junior High School and Drew Central High School understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, Drew Central Elementary, Drew Central Junior High School and Drew Central High School shall strive to develop and maintain the capacity for meaningful and productive parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the school shall work to:

1. Involve parents, families, and the community in the development and improvement of Title I programs for the school;
2. Have a coordinated engagement program where the engagement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;

3. Explain to parents, families, and the community the State's academic and achievement standards; State and local student assessments; and how the school's curriculum is aligned with the state's academic standards and assessments; and how parents, families, and the community can work with the school to improve students' academic achievement;

4. Provide parents and families with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parent and family engagement and provide literacy and technology training to parents.

5. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;

6. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;

7. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;

8. Find and modify other successful parent, family, and community engagement programs to suit the needs of our school;

9. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;

10. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To help promote an understanding of each party's role in improving student learning, Drew Central Elementary, Drew Central Junior High School and Drew Central High School shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

Drew Central Elementary, Drew Central Junior High School and Drew Central High School shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents and families of participating students, to inform parents and families of the school's participation in Title I, its requirements regarding parent, family, and community engagement, and the parents right to be involved in the education of their child.

Drew Central Elementary, Drew Central Junior High School and Drew Central High School shall, at least annually, involve parents, families, and the community in reviewing the school's Title I program and parent, family, and community engagement policy in order to help ensure their continued improvement.

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

Policy That Must Be Observed During Football and Basketball Games

1. Those adults and students leaving the football stadium or gym must purchase a new ticket before allowed to re-enter. The only exception will be during an emergency.
2. Students who come onto the school grounds must purchase a ticket, enter the stadium or gym, and take a seat. There will be no loitering outside the stadium gate or gym.
3. Students are not to stand along the railing in front of the bleachers or ramps that lead to the bleachers.
4. Students are to find seats and remain there unless they wish to go to the concession stand or to the restrooms.
5. When going to the concession stand or restrooms, students will refrain from running and horseplay.
6. Students who do not follow the above rules will be disciplined at the site of the infraction, which may include sending the student home for the rest of the game. A review of the student problem will be conducted in the principal's office the following school day. If the incident is of serious nature, such as refusing to obey school personnel, vulgar language, fighting, etc., it could result in suspension from school and possible ten days suspension and recommendation for expulsion.

Students who do not follow the above rules will be disciplined at the site of the infraction, which may include sending the student home for the rest of the game. A review of the student problem will be conducted in the principal's office the following school day. If the incident is of serious nature, such as refusing to obey school personnel, vulgar language, fighting, etc., it could result in suspension from school and possibly ten days suspension and recommendation for expulsion.

Due Process

The due process rights of students and parents at Drew Central Schools are as follows:

1. Prior to any suspension, the school principal or his/her designee, shall advise the pupil in question of the particular misconduct of which he or she is accused, as well as the basis for such accusation.
2. 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.
3. Written notice of suspension and the reason(s) for the suspension shall be given to the parent of the pupil.
4. Any person(s), tutor or legal guardian of a pupil or students having a grievance shall have the right to appeal to the superintendent of schools. If they are dissatisfied with the Superintendent's decision, they can appeal to the Drew Central School Board, within five (5) days by writing to the president, Drew Central School Board, 250 University Drive, Monticello, AR 71655. The school board will meet within ten days of receipt of the request for appeal.

Student Fees, Fines and Charges

The Board of Education shall hold every student responsible for every textbook and other educational materials issued to him. It shall be understood that the parent or guardian of any student to whom textbooks or other materials are issued shall be held liable for any loss, abuse or damage in excess of that which would result from the normal use of such materials.

Field Trips and Excursions

Recognizing the importance of field trips and/or excursions as a part of the learning experiences of children, the board of education authorizes the superintendent of schools to establish procedures and guidelines for conducting such trips.

All field trips and excursions approved by the superintendent will have educational values and will be recommended by the principal. In addition, approval for such trips will be based on the following:

1. Permission will be granted in writing by parents or guardians prior to students' being permitted to participate in field trips off campus.
2. Approval for field trips will only be granted by the superintendent upon recommendation of the principal.
3. Availability of funds for such trips.
4. Appropriate supervisory and safety precautions have been established.
5. A student's discipline and attendance record.

Drew Central Elementary School

Student Handbook 2024-2025

PARENT-STUDENT HANDBOOK
DREW CENTRAL ELEMENTARY
Grades PK-4
250 University Drive
MONTICELLO, AR 71655
Phone: (870) 367-6893

Dear Parents/Guardians,

Welcome to Drew Central Elementary School! The policies and procedures in this handbook are the result of extensive collaboration between administration, faculty, staff, parents, community members, school board, the Arkansas Division of Elementary and Secondary Education, and the Arkansas Legislature. This information has been carefully organized and presented in an effort to help you as parents to understand the policies of Drew Central Elementary School. You are an important part of our school, and we want you to feel welcome as an equal partner in your child's education. As your child enters our doors each day, we will strive to provide the very best educational opportunities possible.

It is my hope that these policies will guide and direct you in helping your child have a successful year at Drew Central Elementary School. I would encourage you to read, explain, and discuss these policies with your child, so they will have a clear understanding of the expectations of our school. Becoming familiar with the policies of Drew Central Elementary School will assist you in making decisions that will affect your child's education. It is very important that teachers, parents, and administrators communicate openly and frequently in order to monitor the progress of your child. If you have any questions or concerns, please feel free to contact me or your child's teacher at 870-367-6893.

Sincerely,

Samantha Mann

Samantha Mann, Principal
Drew Central Elementary School

Eddie Potts

Eddie Potts, Assistant Principal
Drew Central Elementary School

Drew Central Elementary School
250 University Drive
Monticello, AR 71655
870-367-6893
"Pirate P.R.I.D.E."

Vision

Building life-long learners!

Mission

DCE will provide leadership, support, high quality learning experiences, and student-focused education to prepare all students for career, college, and community success.

Pirate

P
-Positivity

R
-Respect

I
-Integrity

D
-Dedication

E
-Excellence

“Pirate P.R.I.D.E.”

Drew Central Elementary Faculty & Staff
2024-2025

District and Elementary Office Staff

Nancy Chapman	Superintendent
Cindy Luper	Math Facilitator, ESL, Federal Programs, etc.
Lindsay Harris	LEA SPED Supervisor
Samantha Mann	Principal
Eddie Potts	Assistant Principal
Emily Howard	Master Teacher
Kim Jacks	Administrative Assistant
Kathy Kellum	Administrative Assistant

Preschool Staff

Deborah West	Director/Teacher
Tina Moore	Teacher
Judy Owens	Teacher
Jabracie Leonard	Teacher
Mariela Gil	Para-Pro
Dewanna Hunter	Para-Pro
Jimekia Lambert	Para-Pro
Tameka Martin	Para-Pro
Shequeta Richardson	Para-Pro
Magan Waits	Para-Pro

Kindergarten Staff

Hope Caruthers	Teacher
Susan Cossey	Teacher
Quanisha Daniels	Teacher
Emmalee McDaniel	Teacher
Kensley Young	Teacher
Amanda White	Para-Pro

First Grade Staff

Reagen Gardner	Teacher
Erika Herman	Teacher
Jennifer Knowles	Teacher
Elizabeth McRae	Teacher
Sandra Carver	Para-Pro

Second Grade Staff

Kayla Baker	Teacher
Carrie Hill	Teacher
Sara Dawson	Teacher
Ryan McRae	Teacher
Adruna Simpson	Teacher
DeZaraya Adams	Para-Pro

Third Grade Staff

Mande Booth	Teacher
Melanie Brotherton	Teacher
Kristina Meeks	Teacher
Meghan Plunkett	Teacher
Desirae Vance	Para-Pro

Fourth Grade Staff

Karla Booth	Teacher
Molly Henderson	Teacher
Kaylee Longo	Teacher
Kaitlyn Roque	Teacher
Kelli Jo Stain	Teacher
Heidi Reed	Para-Pro

Specialty Areas

April Cruce	Dyslexia Interventionist
Lisa Yarnell	Dyslexia Interventionist
Julie Callison	SPED Teacher, Dyslexia Interventionist
Mallory Barnett	SPED Teacher
Kristie Thomas	SPED Teacher
Courntey Carter	SPED Para-Pro
LaKisha Everett	SPED Para-Pro
Melissa Gammel	SPED Para-Pro
Candice Harvey	SPED Para-Pro
Sarah Gustafson	SPED Para-Pro
Pamela Lambert	SPED Para-Pro
Jennifer Phillips	SPED Para-Pro
Shelly Wright	SPED Para-Pro
Tamara Everett	Elementary ISS Facilitator
Janine Eubanks	K-6 Music Teacher
Candice Burris	Computer Lab Facilitator
Cynthia Flemister	Library Media Specialist
Lindsay Harper	Art Teacher
Randi McMahon	K-4 Physical Education Teacher/ESL
Kami Griffin	Registered Nurse
Kelsey Hoover	Registered Nurse
Karli Weast	LPN
Karen Kendig	Behavior Interventionist
Candace Jordan	Occupational Therapist
Ashley Kincaid	Speech Therapist
Marci Roberts	Speech Therapist
Savanna Singleton	Counselor
Morgan Curry	Gifted & Talented Teacher

Daily Schedule

Bell Schedule

7: 20 Students enter building/duty teachers on campus
7:45 Breakfast
8:00 Class begins
Tardy Bell – 8:00 Ending Bell – 3:00
2:50 Car Riders Dismissed
3:00 Bus Riders Dismissed
3:30 Teacher dismissal/3:20 if had early duty

Lunch Schedule

Kindergarten	Café. 10:55-11:25
First Grade	Café. 11:05-11:35
Second Grade	Dining Hall 10:50-11:20
Third Grade	Café. 11:54- 12:24
Fourth Grade	Dining Hall 10:45-11:15

Pull-Out Schedule

Kindergarten	12:20-1:00
First Grade	11:35-12:15
Second Grade	9:30-10:10
Third Grade	10:15- 10:55
Fourth Grade	8:45- 9:25

Section 1: General Information

Resident requirements, see district handbook policy 4.1.
Entrance requirements, see district handbook policy 4.2

Visitor Policy

Visitors must enter through the main entrance and go to the office immediately upon entering the building, even if visiting for lunch with your child. Visitors will receive a visitor's pass that must be worn at all times while in the building. Please see section 4.15 for further information regarding contact parents and non-custodial parents.

Arrival & Dismissal Time & Procedures

Morning Procedures -- Bus riders will unload at 7:20 a.m. using the following procedures:

1. K-4 students will unload the buses on the west side of the Elementary Buildings. Teachers and staff from grades K-4 will be available to direct students into the buildings. At 7:45, students will enter the classroom to eat breakfast.

Morning Procedures for Car Riders:

1. K-4 students will be dropped off at the main entrance of Drew Central Elementary School, beginning at 7:20 a.m. Parents should enter the first east entrance to the campus, drop off high school students at the high school, drop off middle school students at the multipurpose building, drop off PK students in front of the PK building (PK staff will have sign-in sheets), and continue around to the DCE entrance to drop off K-4 students.

Any Transportation Changes for Students must be given to the office by 2:00pm.

Afternoon Procedures for Bus Riders:

Buses will be lined up around the border of the "large parking lot" which is located in the middle of the school's campus.

1. Pre-school teachers will walk their students to the buses starting at 2:40 p.m.
2. K-4 teachers will walk their students to the buses starting at 3 p.m.
3. Adults will need to remain with the buses if drivers have not yet arrived.

Afternoon Procedures for Car Riders:

1. PK car riders will be taken to the pick-up area on the west side of the elementary at 2:30 p.m. PK students will be signed out by the parent/guardian before the student is loaded and buckled into the vehicle.
2. Car riders in K-4 will be taken to the west side of the 1-4 building for pick-up at 2:50 p.m. Students will remain in their designated area until their car arrives at the designated awning.

Attendance

Whenever a student exceeds three unexcused absences in a semester a letter will be sent home. When a student exceeds six unexcused absences in a semester, the district shall notify the prosecuting authority, and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law. For further reading of this policy, please see section 4.7.

Written excuses should not exceed three per semester. Excuses should be given within three school days of the absence.

Tardy Policy

Arriving at school on time is very important for student learning and achievement. At the K-4 level, it is primarily the parent's responsibility to bring their children to school on time. **The tardy bell rings at 8:00 a.m.** Students arriving after the 8:00 a.m. tardy bell will be marked tardy. Students will receive a tardy if they arrive between 8:00 and 9:00 am. Students arriving after 9am will be counted absent for ½ day.

1. The student's parent, guardian, or person in loco parentis will be notified by a letter, when the student has been tardy **three (3)** times in a semester.
2. Conferences will be required when a student has six (6) or more tardies in a semester.
3. A student will not be counted tardy due to the arrival of a late bus that he/she is riding or inclement weather.
4. Students who arrive late must be signed in by the parent, guardian, or person loco parentis. The student will then pick up a tardy slip to present to the teacher.

PM Tardy

After 11:30 and before 2:30 p.m., students who are checked during this time will receive an absence of ½ day for the afternoon. If checked out between 2:30 p.m. and 3:00 p.m. students will receive a tardy.

Release of Students

1. Procedures are followed to ensure the safety of children when released from school, either during or at the end of the school day.
2. Parental permission in writing or by telephone is required before a child is allowed to leave during the day. (Calls must be made before 2:00pm)
3. The parent or other named adult in the note or telephone conversation should come by the office and sign for the child. (Identification will be required) All children must be signed out in the office. Children will remain with the teacher until notified by the office that they have been checked out. Parents are asked to wait by the office while the student is being called so that instruction is not interrupted.
4. If any person other than the parent or guardian is to pick up the child, the school must have a statement from the parent specifying the necessary information.

5. Your child must have a note or phone call from a parent giving permission for them to deviate from their regular transportation routine.
6. Students should only be checked out early if it is an emergency or an excused absence.

NOTE: DUE TO HIGH VOLUME OF PHONE CALLS AND MESSAGES TO DELIVER, CHANGES IN TRANSPORTATION MUST BE REPORTED TO THE DCE OFFICE PRIOR TO 2:00 P.M.

Student Dress & Grooming – 4.25

Parents and students are asked to support the school board's decisions regarding this policy. Parents are asked to monitor their child's dress so that the conditions of the policy are not abused. Parents of students who do not follow the procedures of the policy will be notified. The following actions will be taken when the dress policy is not followed:

1. The teacher will talk privately to the student about not wearing that particular item of clothing again and the reason why.
2. The teacher will directly notify the parent to request that the student not wear that particular clothing item again and explain why.
3. If the clothing item is extreme in that it is indecent to wear at school, the teacher will call the parent and ask the parent to bring appropriate clothing.
4. If the clothing item is determined to be indecent, the student will report to the elementary office until appropriate clothing is brought.
5. If a student continually violates the dress code, further disciplinary action will occur at the administrator's discretion.

We will strive to avoid embarrassing the student and ensure they are properly dressed for the school setting. If appropriate clothing is available for loan, we will allow the child to change at school in a private area and return to class.

PERSONAL HYGIENE

An important function of the school is to teach good personal hygiene, but this important lesson begins at home. Students are expected to come to school well groomed (clean, hair combed, teeth brushed, clean clothes). The school nurse or counselor may contact a parent via telephone or letter if a hygiene concern exists. A good night's sleep (at least eight hours or more) is also essential for a child to do their best academically. Further reading can be found in section 4.25.

Change of Address or Telephone Number & Emergency Information

Please notify the school immediately if your address or telephone number changes. This can be very important if a child has an emergency, or the school needs to communicate with parents/ guardians. If there are any changes in guardianship/custody/legal arrangements please provide the office with those legal documents.

Lost & Found

Parents are asked to put their child's name on all items to help the school return lost and found items. All unclaimed items will be donated to charity.

Deliveries

In order to preserve the best educational environment that is free from unnecessary distractions and disruptions, Valentine's Day deliveries to Drew Central Elementary are not allowed at any time during the week of Valentine's Day. This policy applies to:

- Deliveries to the child at school from a florist or other business
- Items (flowers, balloons, candy, stuffed animals, toys, etc.) delivered by a parent, other family member, or friend

Section 2: Instruction

Grading Policy

GRADING SCALE for GRADES K&1

The grading scale is based on performance levels. A student's progress is reported each grading period using a checklist of performance tasks for literacy and math and the i-Ready assessment. Feel free to contact your child's teacher for a list of performance tasks/skills.

The levels are as follows:

P (Proficient)	= mastery of skill
B (Basic)	= progress is being made toward mastery
BB (Below Basic)	= needs improvement, below grade level

GRADING SCALE for GRADES 2-4

The Numeric Grading Scale (percentages) is used for students in grades 2-4. *Grades assigned to students reflect only educational objectives and are consistent with laws and regulations.*

Numeric Grading Scale

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% & Below

Citizenship grades for students in K-4 will be indicated in the following manner:

O = Outstanding
S = Satisfactory
N = Needs improvement
U = Unsatisfactory

Activity Classes (Art, Music, Computer Lab, Physical Education, and Library).

Activity teachers will assign performance-based grades and citizenship grades for students in their K-4 classes that will be considered in the overall citizenship grade:

Performance Based Grades

Proficient (P) – Performing at grade level expectations
Basic (B) – Approaching grade level expectations
Below Basic (BB) – Performing below grade level expectation

Student Promotion and Retention

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

- The building principal or designee;
- The student's teacher(s);
- School counselor;
- A 504/special education representative (if applicable); and
- The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

ATLAS- State Assessment for 3rd & 4th Grade

ATLAS
Arkansas Teaching & Learning Assessment System

Arkansas law requires that all public school students shall participate in a statewide program of educational assessments per Ark. Code Ann. §§ 6-15-419, 6-15-433, 6-15-2009. In the 2023-24 school year, The Arkansas State Board of Education adopted the ATLAS assessment.

The ATLAS end-of-year summative assessment will be used to assess all Arkansas public school students in grades 3-8 in the content areas of English Language Arts (ELA), mathematics, and science. Students will take end of year exams for ELA in grades 9 and 10 and end of course exams for algebra I, geometry, and biology. Algebra I may be taken in eighth grade and replace the eighth-grade mathematics assessment if a student is enrolled in algebra I at that time. All students will be required to participate in ATLAS 3-10 summative unless they qualify for an alternate assessment. The first administration will occur in spring 2024 and is aligned to the Arkansas standards.

Academic Recognition

STUDENT ACHIEVEMENT AWARDS

Students in grades two through four will be eligible for academic recognition based on the following criteria:

Principal's List – Any student in grades 2- 4 who is on grade level in the regular classroom and has all A's (4.00) for the current grading period will be placed on the Principal's List.

Pirate's Pride List – Any student in grades 2- 4 who is on grade level and has an overall grade point average of 3.00 - 3.99 will be placed on the Pirate's Pride List.

Pirate's Merit List – Any student in grades 2 - 4 who is on grade level and has an overall grade point average of 2.50 - 2.99 will be placed on the Pirate's Merit List.

Pirate's Anchor List – Any student in grades 2 - 4 who is performing below grade level and has at least a 2.00 grade point average would be eligible for the Pirate's Anchor List.

Growth Awards – Improvement by 25% in literacy and/or math.

Act 390 of 2005 - Any parent or student who does not want to have their student identified as an honor student or listed on the honor roll shall submit a written request to the principal of the school requesting that the student not be identified *(by September 15 of the current school year*). The school and school district shall not identify any student (achieving honor roll status), who has submitted a written request.

For student promotion and retention, see policy 4.55

Homework Policy

No Formal homework will be sent home each week. Each grade level K-4 will send home monthly newsletters with skills they will be working on. All students have home access to iReady to use while off campus. If you are needing more options for home contact your child's teacher for a list of resources. All students are recommended to read or be read to while at home.

Exceptions to the above policies are as follows:

1. Students who do not complete daily work may be required to finish it at home.
2. Studying for tests is not considered "formal" homework.
   ex. weekly vocabulary words or math facts.

Special Programs & Services

DCE provides a variety of programs to meet the needs of students. The following programs and services are available to qualifying students:

- Special Education: resource rooms and self-contained environments
- Speech Therapy
- Math and Reading remediation programs
- Migrant Education
- ESL
- Counseling
- BMI Screening
- 504 Plans
- Outside Counseling Services
- All students participate in music, physical education, library, art, and computer lab.

Gifted & Talented Program

The GT Program of Drew Central Elementary, K-3, consists of an in-class enrichment program for the primary grades and a pullout program for identified students in the fourth grade. Regular classroom teachers are trained in Talents Unlimited so that they can infuse critical and creative thinking skills into their curriculum for at least 30 minutes per week. At the end of the third grade, teachers refer students for screening for identification. Students selected for the program must show high level achievement, creativity, and task-commitment. The purpose of the program warrants careful consideration of the referrals, in order to meet their special needs that cannot always be met in the regular classroom. In the pullout program, students go to the GT Resource Room 150 minutes per week to meet with the GT coordinator for enrichment, acceleration, and higher-level thinking activities. Contact Morgan Curry at 870-367-6893 for more information.

Section 3: Nutrition

School Lunch Program

Drew Central Schools Child Nutrition Program provides breakfast and lunch free of charge for **every** student.

Lunch Visitors

If you plan on eating lunch with your student, you must check in with the office first. The lunch you bring is for **your** child only. Other students may not join your lunch time with your child due to food allergies.

School Parties

Parents/guardians **may not** bring or send food for students' birthday parties. Parents/guardians may attend class parties.

There are several days during the year in which students may have snacks. These days are approved by the building principal. **By law, no homemade foods may be given to students at any time.** Foods for approved parties such as cupcakes and cookies may be purchased at local bakeries or be pre-packaged. The following are the approved food days for the school year:

- Fun Day
- Concession Day
- Christmas
- Valentine's Day
- Field Day
- Thanksgiving
- Fall Celebration
- Spring Celebration
- End of Year Celebration

Section 4: Parent/Community Engagement

Parental/Community Engagement

DCE supports and encourages meaningful parental engagement. Emily Howard, our parent liaison, can be reached at 870-367-6893. Some of the planned opportunities for engagement include:

- Open House
- Awards Assemblies
- Parent/Teacher Conferences
- Parent-Teacher Organization

The Drew Central PTO meets at 5:30 p.m. on the second Monday of each month (unless there is a conflict) in the Drew Central Elementary School Library, "Bringing Parents and Teachers Together."

PTO Meeting Calendar

September 9, 2024	December 9, 2024	March 10, 2025
October 14, 2024	January 13, 2025	April 14, 2025
November 11, 2024	February 10, 2025	May 12, 2025

We invite you to view our Parent, Family, and Community Engagement Plan at the this link: **Drew Central Schools - Parental Involvement Plan**

Section 5: Safety

DCE is a PBIS School!

DCE continues to implement a process of school improvement called PBIS (Positive Behavioral Interventions and Supports). Through PBIS, our students will develop and learn social, emotional, and behavioral competence while supporting their academic engagement and achievement. Our educators will develop a positive, predictable, and safe environment that will promote strong interpersonal relationships with students through teaching, modeling, and encouragement.

PBIS has been implemented in schools across Arkansas and the nation. Drew Central was the first district in this educational cooperative area to embrace this process of thinking in a public school. As we continue to implement PBIS with fidelity, our students and staff will experience the following long-term improvements:

- Reduction in major disciplinary infractions, antisocial behavior, and substance abuse.
- Reduction in aggressive behavior and improvements in emotional regulation.
- Improvements in academic engagement and achievement.
- Improvements in perceptions of organizational health and school safety.
- Reductions in teacher and student reported bullying behavior and victimization.
- Improvements in perceptions of school climate
- Reductions in teacher turnover.

Drew Central's Elementary School faculty and staff are committed to PBIS. We believe that by working as a team and successfully implementing PBIS, we will contribute to the development of a more positive school climate, increased school safety, and much improved student-educator relationships.

Through PBIS, our DCE team will explicitly teach our students how to practice and encourage positive social skills across settings and individuals. Besides the explicit teaching of high expectations, the main premise behind PBIS is to reward the students who consistently make good choices. There will be a variety of rewards and events that will be provided for the students who meet the "Pirate P.R.I.D.E." expectations.

Our DCE Leadership Team created a behavior matrix with **P.R.I.D.E.** (Positivity, Respect, Integrity, Dedication, and Excellence) as our theme (see below). These are the areas that we will focus on, both inside and outside of the classrooms. Our teachers will use specific lesson plans to implement and increase expectations in all areas of the matrix.

I would be happy to talk to you more about PBIS. We will use discipline and attendance data to guide our process. We are in our fourth year of implementation. PBIS has been in place in schools across America for more than 20 years. It is a 3-5 year investment of our time and energy for successful implementation.
It is my sincere hope that your child will have "Pirate P.R.I.D.E." each and every day!

Sincerely, OBJ
Samantha Mann, Principal
Eddie Potts, Assistant Principal

PBIS Behavior Matrix

	Positivity	**Respect**	**Integrity**	**Dedication**	**Excellence**
Classroom	-Be helpful to others -Positive participation -Work cooperatively -Use kind words -Be a friend and share	-Listen actively -Follow class procedures -Keep hands and feet to yourself -Treat others the way you want to be treated	-Be truthful and honest -Always be on your best behavior -Respect substitutes -Do the right thing -Accept consequences	-Bring materials to class -Actively participate -Stay on task -Be on time -Be present -Follow classroom rules	-Persevere: Always try your best -Come prepared to learn -Produce quality work
Playground	-Use kind words -Include everyone -Be a friend	-Listen to and follow directions -Take turns and include others -Stay in playground area	-Use equipment appropriately -Immediately and accurately report problems	-Line up promptly in your line order -Follow playground rules -Follow ball rules	-Protect and care for property and plants -Be a leader -Keep a clean environment
Cafeteria	-Wait patiently in your line spot -Use kind words -Say “please” and “Thank you”	-Keep your hands and feet to yourself -Keep voices low -Respect the duty teacher	-Leave a clean table, chair, and floor -Eat your own food or leave it in the tray	-Follow rules -Raise hand and ask to get up -Gather all utensils before sitting down	-Encourage others to keep areas clean -Use table manners
Hallways and Transitions	-Remain silent -Walk on the right side of the hall	-Keep hands and feet to yourself -Stay in line order -Respect hall displays	-Set a good example -Respect on others’ belongings	-Traveling position -Get to your destination quickly and with walking feet	-Help to maintain a clean environment -Model appropriate behavior
Bus	-Use positive or encouraging language	-Remain seated in your assigned seat -Hands and feet to yourself -Quiet voices	-Report suspicious behavior -Be an honest reporter -Respect others’ belongings	-Know your stop -Get on and off promptly -Keep your backpack closed	-Thank the bus driver -Be helpful to others
Assemblies and Programs	-Be patient -Use appropriate applause	-Enter and exit quietly -Sit appropriately -Be silent during the performance	-Stay in one spot -Keep your hands and feet to yourself	-Listen to learn -Eyes watching	-Represent yourself and your school in a positive manner
Restrooms	-Wait patiently -Bathroom business only	--Respect people’s privacy -Enter and exit quietly	-Report problems to adults -Keep the lights on -Avoid hanging out	-Maintain a clean bathroom -Go, flush, wash	-Use time wisely -Clean up after yourself

Discipline

All students have the right to learn and to be safe at school; therefore, all students are expected to follow school and classroom rules and procedures. Actions that negatively impact the classroom environment will be addressed accordingly.

Students will receive a weekly citizenship grade that will be included on progress reports and report cards. This grade will be an average of the child's daily citizenship ratings. See policy 4.17

Office Referrals

When necessary, students are referred to the office. Consequences are determined based on the number of referrals, previous offenses, and the severity of the current offense.

The policies listed below are located in the Drew Central School District handbook. Consequences for any infractions listed in the student handbook can be, but not limited to, any combination of the following at the administrator's discretion.

- warning
- student conference with an administrator, counselor, and/or teacher
- parent conference with an administrator, counselor, and/or teacher
- loss of recess
- in school suspension (ISS)
- out of school suspension (OSS)
- mental health recommendation
- law enforcement contact
- expulsion
- confiscation

The purpose of in-school suspension (I.S.S.) is to provide students with a place where they can complete classroom work and not fall behind in their academics.

Anytime an office referral occurs, the parents will be called and advised of the action taken and the reason for said action. If the parent cannot be reached a copy of the write-up will be mailed to the address on file.

While assigned to In-School Suspension, a student may not participate in or attend any school or after-school activities (including after-school tutoring) involving Drew Central Schools at home or away. If students attempt to do so, they will be asked to leave and assigned one extra day of In-School Suspension. D.C.E.'s I.S.S.

Discipline procedures for students with disabilities in the Drew Central District shall be conducted in compliance with the student's I.E.P., which conforms to the Individuals with Disabilities Education Act (IDEA), which meets the requirements of Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Bus Transportation

It is a privilege to ride the bus, not a right. All students who ride the bus are expected to follow bus rules. Those who violate bus rules will receive a bus referral. See policy 4.19 in the District Student Handbook.

The principal or principal designee will have discretion in administering the consequences for the student's conduct, based on the severity of the situation. Consequences **may** include one or more of the following:

- Warning – counseled by principal; parent called
- Parent Conference – may include principal, parents & bus driver
- Bus suspension
- Mental Health Recommendation (The Point, Living Hope, Mainline, Delta Counseling, etc.)
- Contact juvenile officer

*** DUE TO HIGH VOLUME OF PHONE CALLS AND MESSAGES TO DELIVER, CHANGES IN TRANSPORTATION MUST BE REPORTED TO THE DCE OFFICE PRIOR TO 2:00 P.M.**

Bullying

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.**
See policy 4.43

All reports of bullying will be investigated. Consequences will be determined based on the severity of the incident.

Minimum Consequence: Student conference and parental contact if the accusation(s) is founded.
Maximum Consequence: Expulsion- See policy 4.31

<u>Money/Student Property</u>

Please instruct your child concerning his/her responsibility in caring for money brought to school. Send only the amount of money needed for the day. All money should be placed in an envelope with the child's name, teacher's name and purpose of money written on the outside of the envelope. Please place the envelope in the student's backpack for safe keeping and instruct him/her to keep it in the backpack until he/she enters the classroom. At no time should students bring large amounts of money to school.

Parents are requested to label all items such as coats, hats, lunch boxes, etc. with the student's first and last name. Students should <u>not</u> bring items (such as toys, prohibited electronic items, etc.) that are not needed for schoolwork. Teachers have the right to confiscate such items and

take to the office of the building principal for the parents to pick up. The school cannot accept responsibility for such items that are lost, stolen, or damaged.

Visitors to the School

Visitors will press the "call" button to be buzzed into the building. The button is located to the right of the door. Visitors **must** report directly to the office upon entering the building.

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference.

If parents wish to speak to their children during the school day, the student(s) will be called to the office.

Parental Custody/Guardianship

If there is a noncustodial parent or other person who is legally restricted from checking out or visiting your child, please provide court documentation to that effect to the office. Otherwise, the school cannot deny a parent the right to come in contact with or check out the child during the school day. If this should change throughout the year, please notify the school in writing. See District Handbook policy 4.15

First Aid & Medications

A school nurse is provided for all students. Parents are notified immediately in the event of a significant accident or illness. Minor bruises, scratches, etc., are given first aid treatment at the school. Drew Central School District has a Mainline Clinic on site that can be utilized by students and staff between 7:30 a.m. and 3:30 p.m.
***Medications** are only to be given to the school nurse. No other employee can or will handle medication. See policy 4.35

Fever

Students must be fever free (without fever reducing medications) for 24 hours before returning to school. It is considered fever when the temperature registers 100.0 or above.

Safety Drills

Safety drills are necessary for two reasons: 1) they are required by law, and 2) students must know what to do in the event of an emergency.
The school will conduct at least one fire drill each month. Each teacher will go over all evacuation procedures with their students. The alarm will be a constant buzzing sound. Drill routes and procedures will be posted in each room. Tornado drills will be practiced once a month, as well as a yearly active shooter drill.

Inclement Weather
In the event the school is confronted with an emergency, such as extreme conditions of snow, ice, or mechanical failures, which necessitate the closing of schools, an announcement will be given on the radio and TV stations. A phone call and text message will be sent. Please make sure to sign up to receive these automated messages.

Winter/Summer Playground Policy
The Weather Channel APP will be consulted to find the temperature and heat index/chill factor for our area:

1. If the temperature is 38 degrees or above and the wind chill factor is above freezing, the students will go outside for recess.
2. If the temperature (heat index) is 97 degrees or higher students will remain inside during the recess period.
3. The principal will determine any exception to the above policy.

PLEASE SIGN THE HANDBOOK SIGNATURE PAGE & RETURN TO SCHOOL.

Important Information

Drew Central Elementary	870-367-6893
Drew Central Middle School	870-367-5235
Drew Central High School	870-367-6076
Drew Central Superintendent's Office	870-367-5369
Drew County Social Services	870-367-6835
Drew County Health Department	870-367-6234
AR Department of Human Services	870-367-6835
Child Abuse & Neglect Hotline	800-482-5964
Drew County Sheriff's Department	870-367-6211
Monticello Police Department	870-367-3411
Drew Memorial Hospital	870-367-2411
Arkansas Poison Control Center	800-222-1222
Arkansas State Police	870-226-3713
Suicide Prevention Hotline	888-274-7472
Emergency	911

DREW CENTRAL MIDDLE SCHOOL

STUDENT HANDBOOK 2024 - 2025

"Anchored in Pirate PRIDE."

PRIDE: Positivity, Respect, Integrity, Dedication, Excellence

Bell Schedule

1st Period	7:52 - 8:42
2nd Period	8:46 - 9:36
3rd Period	9:40 - 10:30
4th Period	10:34 - 11:24
5th Period	11:28 - 12:24
5th & 7th Lunch	12:24 - 12:51
6th & 8th Lunch	12:24 - 12:51
5th & 7th Recess	12:51 - 1:18
6th & 8th Recess	12:51 - 1:18
6th Period	1:22 - 2:12
7th Period	2:16 - 3:06

GREETINGS FROM THE CAPTAINS

Dear Drew Central Middle School Parents & Students,

It is an honor to welcome all of our DCMS Pirates back to school this year. We are looking forward to an outstanding 2024-2025 school year. We would like for parents to join us as we SAIL full speed ahead in providing our students with a world class education. Please feel free to call either administrator at 870-367-5235 or you may email Principal Dr DJ Vincent at dj.vincent@pirates.drewcentral.org or Assistant Principal Chris Bussell at chris.bussell@drewcentral.org if we can be of assistance to you.

Please be familiar with and closely follow our cell phone policy. We have a complete and total ban of all electronics not supplied by the school. A parent/guardian who needs to speak with their child or give them a message should call the office at 870-367-5235. Administrative Assistant, Amy Lawson, will have the student return their parent/guardian's call from one of the school's phones at the student's earliest academic convenience.

The school attendance policy is explained in this student handbook. Parents and guardians will be contacted when their student is at risk of chronic absenteeism. It is essential for all doctor visit excuses to be turned in at the office within two days after your child returns to school. Finally, please plan all vacations or personal trips for our scheduled school breaks. The district calendar is on the back cover of our student handbook.

Thank you for choosing Drew Central as your school district.

Sincerely,

Dr DJ Vincent, Principal
Chris Bussell, Assistant Principal

Drew Central Board of Education

Gary Lucas, President

Laura Whitaker, Vice President

Rene' Knowles, Secretary

Curley Jackson, Member

Bruce Hackett, Member

Nancy Chapman, Superintendent
nancy.chapman@pirates.drewcentral.org

Cindy Luper, Special Services
cindy.luper@pirates.drewcentral.org

Dr DJ Vincent, Principal
dj.vincent@pirates.drewcentral.org

Chris Bussell, Assistant Principal
chris.bussell@pirates.drewcentral.org

Drew Central School District Website
http://www.drewcentral.org

Telephone Numbers/Fax:

Drew Central Elementary Office	870-367-6893
Drew Central Middle School	870-367-5235
Drew Central High School	870-367-6076
Superintendent's Office	870-367-5369
Special Education LEA Fax	870-367-4339
Superintendent's Fax	870-367-4330
Drew Central Gym & Cafeteria	870-367-6011
Bus Shop	870-367-4150

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Handbook policy numbers not listed in this table of contents are available in the Drew Central School District handbook.

Consequences for Handbook Infractions

* The Student Handbook policies were approved by the Drew Central School Board on July 25, 2024.

The policies listed below are located in the Drew Central School District handbook. Consequences for any infractions listed in the student handbook can be, but not limited to, any combination of the following at the administrator's discretion.

- warning
- student conference with an administrator, counselor, and/or teacher
- parent conference with an administrator, counselor, and/or teacher
- before school, lunch, or after school detention
- loss of recess
- in school suspension (ISS)
- out of school suspension (OSS)
- reverse suspension
- corporal punishment
- mental health support recommendation
- law enforcement contact
- expulsion
- confiscation
- retention
- FINS
- *fine*

Parent Meeting Request Form

Parent(s)/guardian(s) who desire a meeting with any Drew Central Middle School staff member must complete a Parent Meeting Request Form. Parent(s)/guardian(s) who fill out the Parent Meeting Request Form will receive a response soon. Pop-up meetings are not allowed, regardless of the reason for the meeting.

Staff Roster

Name	Position
Chris Adams	8th Grade Mathematics & Algebra 1
Chris Bayless	5th - 12th Grade Band & General Music
Annagail Ferrell	5th Grade ELA & Reading
Sheila Borse	8th Grade ELA & Strategic Reading
Chris Bussell	Assistant Principal
Preslee Carter	Physical/Earth Science & Head Junior High Cheer Coach
Meranda Cater	6th Grade World History & Keyboarding & After School Supervisor
Casandra Collins	ISS Paraprofessional
April Cruce	K-8 Dyslexia Interventionist
Janine Eubanks	5th & 6th Grade Choir
Miranda Eubanks	6th Grade Science
Jessica Forrest	8th Grade Science
Michael Goad	Head Girls Basketball Coach, Athletic Director, & Dean of Students
Lindsay Gonzales	LEA Supervisor & SPED Coordinator
Ashley Griever	7th Grade American History 1
Kami Griffin	Nurse
Sarah Gustafson	Special Education Paraprofessional
Lindsay Harper	5th & 6th Grade Art
Sarah Hewitt	5th Grade Math
Kelsey Hoover	Nurse
Ashley Kelnhofer	Speech & Language Pathologist
Courtney King	6th Grade English Language Arts
Amy Lawson	Administrative Assistant

Brittany Leek	Survey of Agriculture Systems
Britany Link	7-8 Special Education
Cindy Luper	Special Programs Coordinator
Brittany McCrory	Paraprofessional
Katie Meier	7th & 8th Grade Art
Melissa Miller	Counselor & 504 Coordinator
Jo Ann Norris	Paraprofessional
Special Sanders	7th Grade ELA & Strategic Reading
Madison Phillips	7-12 Choral Music and Careers
Henry Shifflett	5th-6th Grade Special Education
Amanda Smith	6th Grade Math
Lindsey Strickland	5th Grade Geography
Morgan Stroud	Library Media Specialist & After School Building Director
Morgan Temple	Gifted & Talented Coordinator
Shawna Tilley	7th Grade Science
Kelsey Tucker	Master Teacher
Dr DJ Vincent	Principal
Kassie Walker	5th Grade Science
CJ Watson	Health, PE, and Head Boys Basketball Coach
Larry White	ALE Director and Head Football Coach
Jake Wright	8th Grade Arkansas History & Coach

4.9 - Tardies

Prompt arrival at school and to each class is expected of all students. Middle School students are not allowed to gather with high school students during morning recess or during the school day at any time. Late arrival disrupts class and causes loss of instructional time. Students arriving after the tardy bell will be marked tardy. Consequences will be assigned to students who arrive late to their assigned location.

A student will not be counted tardy due to the arrival of a late bus on which the student is riding.

Students who are tardy for 1st period must come by the Middle School Office to check-in and pick up a tardy slip to present to their teacher. Students will be counted present a full day if they are in attendance the whole school day session, 7:52am - 3:06pm. One-half day is counted present from 7:52am – 12:24pm or 12:24pm – 3:06pm. Half-days will count toward excessive absences. Students are expected to be present for class on time and prepared with all necessary materials to participate in class.

Concerning the 3:06 bell that signals the end of 7th period, students have until 3:10 to be at their next location. Student groups and their assigned locations after the 3:06 bell are listed below.

Car Riders	car rider line behind DCMS
Bus Riders	assigned seat on the bus or sidewalk at bus if bus driver is not present
Tutoring	after school tutoring teacher. Do not go outside at 3:06.
Student-Athletes	athletic facility with coach(es)

For students whose bus driver is present at 3:06, their assigned seat is on the bus. For students whose driver is not immediately present, their assigned seat is a designated spot on the sidewalk. Students not at their assigned location at 3:10 will be assigned a tardy and serve recess detention the following school day. Students in after school tutoring must go straight to after school tutoring at 3:06 without going outside. Students staying after school for extracurricular activity practice must be with their coach or sponsor by 3:10. Students not at their assigned area by 3:10 will receive a tardy.

4.10 - Closed Campus

Drew Central Middle School is a closed campus. In order to ensure the safety of our students, all parents and other visitors must report to the office upon arrival, sign in, and pick up a visitor's pass before going to any area of the campus. Upon leaving, the visitor must return to the office and check out. Students are to remain on campus and to leave only with the permission of the principal and the student's parents.

Students are not to be in the parking lot at any time or to visit with persons in parked cars in the parking lots or on the streets. Detention assignments and possible suspension will result in students choosing to violate this regulation.

Students are not to invite, encourage, or bring visitors/pets to school for any reason without permission from the principal or his/her designee. Any person needing to see a student during the school day must check through the principal's office for permission to be on campus. No loitering on campus by unauthorized visitors.

All schools in the District shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless given permission to

leave the campus by a school official. Students must sign out in the office upon their departure.

Notice: The doors to the Middle School will be locked between 7:50am and 3:30pm each day to help ensure the safety of our students and staff. Please enter the middle school at the front entrance and immediately sign in at the office any time you visit our school. Safety of our students is our first and foremost concern!

4.19 - Conduct To & From School & Transportation Eligibility

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

4.21 Student Assault or Battery

The principal or principal designee will have discretion in administering other consequences for the student's conduct, based on the severity of the situation.

4.23 - Tobacco, Electronic Nicotine Delivery Systems (Vape), and Related Products

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

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

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 Drew Central 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 & Grooming

The Drew Central 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, and unsafe, could cause property damage, or are offensive to common standards of decency. Legal Reference: A.C.A. § 6-18-502(c)(1) A.C.A. § 6-18-503(c) APPROPRIATE DRESS FOR SCHOOL:

1. Shorts, skirts or dresses which have no holes, slits, tears that show skin and have a hemmed bottom edge(s) no shorter than three inches (the height of a $1 bill horizontally) from the top of the knee when standing; no spandex will be allowed. 40

2. Pants/slacks with no holes, slits, tears that show skin three inches (the height of a $1 bill horizontally) from the top of the knee.

3. “NO SAGGING". Sagging is defined as wearing the waistband of slacks, pants, shorts or skirts below the natural waistline. Sagging will be determined by the outer-most layer of clothing. A belt is required for oversized pants.

4. Tops must have at least two-inch-wide straps, no sagging armholes, and a body length which will cover the waist. Tank-type tops, halter tops, Crop tops, Tube tops, and/or spaghetti strap tops are not acceptable for school wear.

5. Clothing with no vulgar, obscene, suggestive or offensive messages or which advertise or support drugs, alcohol or tobacco.

6. Caps, hats, visors, scarves, bandannas, and sunglasses are not to be worn in any school building by either boys or girls. Those items worn inside any building will be taken and kept by the principal.

7. Blouses and shirts must cover the buttocks when worn with leggings and meet the requirements of #1 above.

8. Shoes will be worn at all times while at school.

9. Jewelry depicting drugs or other inappropriate symbols will not be allowed.

10. Any see-through, low-cut, or extremely tight clothing which makes underclothing visible, or is suggestive, will be prohibited.

11. All clothing must be properly worn. (Snaps snapped, buckles buckled, buttons buttoned, zippers zipped, etc.)

12. House shoes, pajamas, blankets and bath robes are not to be worn at school.

13. Students are prohibited from wearing, while on the grounds of a public school during the

regular school day and at school-sponsored activities and events, clothing that exposes underwear, buttocks, or the breast of a female.

4.43 - Bullying

“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;

4.43.1 - Social Conflict

Social conflict is a written, verbal, electronic, or physical disagreement, stated or implied, between two or more individuals. Social conflict, if not handled properly by parent(s)/guardian(s), can result in name calling, pushing, shoving, fighting, spreading rumors, and/or other inappropriate behaviors. It is the parent(s)'/guardian(s)' responsibility to correct social conflict for their own student.

4.45 - Smart Core & Graduation

Graduation Requirements

The number of units a student must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units (credits) are required for graduation for a student participating in either the Smart Core or Core curriculum for the Class of 2025 and 2026. A minimum of twenty-four (24) units (credits) are required for graduation for a student participating in either the Smart Core or Core curriculum for the Class of 2027 and thereafter.

A minimum of twenty-two (22) units are required for graduation by the Division of Elementary and Secondary Education (DESE). There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.
English courses must be taken and passed in sequence (English I, II, III, IV). Students will not be allowed to take more than one grade level of English per year unless repeating a failed course. A math course must be taken every year (9-12).

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

Students shall be trained in quality psychomotor skill bases in Cardiopulmonary Resuscitation and the use of Automated External Defibrillators in order to graduate.

4.47 Possession & Use of Cell Phones & 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.

Academic Recognition

Students in grades five through eight will be eligible for academic recognition based on the following criteria:

Principal's List 4.00 GPA *& must be on grade level in Reading & Math according to the most recent iReady diagnostic.*
Pirate's Pride List 3.00 - 3.99 GPA *& must be on grade level in Reading or Math according to the most recent iReady diagnostic.*
Pirate's Merit List 2.50 - 2.99 GPA *& has shown growth according to the most recent iReady Reading or Math diagnostic.*

Any student who receives a U (Unsatisfactory) in conduct or a D or F in any subject will not be eligible for any academic recognition or achievement lists.

Act 390 of 2005 - Any parent or student who does not want to have their student identified as an honor student or listed on the honor roll shall submit a written request to the principal of the school requesting that the student not be identified. The school and school district shall not identify any student (achieving honor roll status), who has submitted a written request.

Dismissal Of Student To Custodial & Non-Custodial Parent

Section 1. (a) In order to avoid continuing child custody controversies from involving public school personnel, and to avoid disruptions to the educational atmosphere in our public schools, the transfer of a child between the child's custodial parent and non-custodial parent, when both parents are present, is prohibited from taking place on the property of a public elementary or secondary school on normal school days during normal hours of school operations.

Section 1. (b) The provisions of this act shall not prohibit one parent (custodial or non-custodial) from picking the child up from school at pre-arranged times on pre-arranged days if prior approval has been made with the school's principal.

Come to school, meet us, talk to us and volunteer your time and energy. Your involvement will show your children that you value their education. Parents count! Let's work together!

Equity Policy

It is the policy of the Drew Central School District to provide equal opportunities without regard to race, *color, national origin, sex, age, qualifying disability or veteran status in its educational programs and* activities in accordance with state and federal laws. This includes, but is not limited to, admissions, educational services, financial services, financial aid and/or employment. Inquiries concerning this policy should be directed to: Randy Luper, Equity Coordinator, 250 University Drive, Monticello, AR 71655 (870-367-5369)

Grading Policy

The numeric grading scale (percentages) is used for students in grades 5-8. Grades assigned to students reflect only educational objectives and are consistent with laws and regulations.

<u>Numeric Grading Scale</u>
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69

F = 59 & below

Home Access Center (HAC)

Home Access Center (HAC) is a web application which allows students and parents to view registration, class assignments, report cards, discipline, attendance, and scheduling information. A letter will be mailed home to students and parents that will include their secure login and password to access HAC records.

With HAC: http://hac23.esp.k12.ar.us.

- View demographic information
- View address information
- View interim progress reports and report cards for the current grading period
- View attendance information in calendar format with color-coded absence types
- View current schedule
- View class work and assignments
- View discipline infractions
- Access teacher and counselor email

Inclement Weather Playground Policy

The Weather Channel application will be consulted for the temperature and heat index and chill factor for our area.

- if the temperature is 38 degrees or above and the wind chill factor is above freezing, the students will go outside for recess
- if the temperature (heat index) is 97 degrees or higher, students will remain inside during the recess period.
- the principal will determine any exception to the above policy

Mission & Vision Statements

Mission Statement

Our DCMS Crew is determined to produce Achieving, Respectful, Resourceful, and Responsible Students who will be successful in the Ever-Evolving World.

Vision Statement

Educating each student to benefit all.

Money & Student Property

Students should not bring large amounts of money to school at any time. Students may bring money to spend during the two scheduled book fairs and snack days within the year.

Parents should label all items, including coats, hats, lunch boxes, etc. with the student's first and last name. Students should not bring items, such as toys, prohibited electronic items, etc. that are not needed for school work. Teachers have the right to confiscate such items and take them to the office for parents to pick up. The school can not accept responsibility for such items that are lost, stolen, or damaged.

Occasional Deliveries

In order to preserve the best educational environment that is free from unnecessary distractions and disruptions, deliveries for any occasion including birthdays, holidays, etc. are not allowed at any time. This policy applies to:

- deliveries to the child at school from a florist or other business
- food delivery services and applications
- items, including but not limited to flowers, balloons, candy, stuffed animals, toys, etc., delivered by a parent, other family member, or friend

Office Referral/Demerit

Drew Central Middle School students will go through the handbook and policies with their homeroom teachers so that they understand the expectations set before them. Teachers will utilize their professional development training to create a warm, welcoming, safe, and inviting environment in which students can learn and be successful. All attempts will be made to engage a student so that distractions and misconduct will be kept to a minimum. However, if the learning environment is not conducive to learning, teachers will use the following guidelines when correcting inappropriate behavior:

Upon the first infraction of school rules, a demerit will be given and documented by the teacher including the infraction and the date.

On the second infraction of school rules, a second demerit will be given and parents will be contacted by the teacher. Parent contact will be made by email, phone call, text message, or regular mail. Parents are strongly encouraged to correct the behavior from home. If the student's behavior is corrected and learning can continue, no other school action will be taken. The administration reserves all rights to issue discipline depending on the severity of the infraction.

If a third demerit occurs, a detention hall, or ISS (depending upon the severity), will be assigned. The teacher will also keep up with the date, type of infraction, and method used to contact the parents.

If a fourth demerit or subsequent demerit is given ISS will be assigned. Each subsequent punishment will build upon previous occurring consequences. The teacher will also keep up with the date, type of infraction, and method used to contact the parent.

Each subsequent punishment will build upon previous occurring consequences.

Positive Behavioral Interventions & Supports

The DCMS faculty and staff utilize a process of school improvement called PBIS (Positive Behavioral Interventions and Supports). Through PBIS, our students develop and learn social, emotional, and behavioral competence while supporting their academic engagement. Our educators develop positive, predictable, and safe environments that promote strong interpersonal relationships with students through teaching, modeling, and encouragement. PBIS is used in schools across Arkansas and the nation. These are our goals for PBIS this year:

- Reduction in aggressive behavior and improvements in emotional regulation.
- Improvements in academic engagement and achievement.
- Improvements in perceptions of organizational health and school safety.
- Reductions in teacher and student reported bullying behavior and victimization.
- Improvements in perceptions of school climate

- Reductions in teacher turnover

Drew Central's Middle School's faculty and staff are committed to PBIS. We believe that working as a team and successfully implementing PBIS contributes to a more positive school climate, increases school safety, and improves student-educator relationships. Our DCMS team explicitly teaches our students how to model, practice, and encourage positive expected social skills across settings and individuals. Besides the explicit teaching of high expectations, the main premise behind PBIS is to reward the students who consistently make good choices.

Rewards will be given to the students who meet the "Captain's Crew "expectations during each time period. Our DCMS Leadership Team uses a behavior matrix with PRIDE (Positivity, Respect, Integrity, Dedication, and Excellence) as our theme. Our teachers will teach specific lesson plans that they will use in order to implement and increase building expectations in all areas of the matrix.

Student Dismissal

Definite procedures are followed to assure the safety of children who are released during the day. Parent permission in writing or by telephone is required before a child will be allowed to leave during the day. The parent (or other named adult in the note or telephone conversation) should come to the office and sign for the child.

All students MUST be signed out in the office. Students will remain with the teacher until notified by the office that they have been checked out. The student will then report to the designated office to be picked up by the authorized person.

If your plans change during the day, please call the school no later than 2:00 p.m. to assure that your child receives the message. No one will be permitted to check out a child directly from the classroom.

If any person other than the parent or guardian is to pick up the child, the school must have a statement from the parent specifying necessary information.

Thad Smith Memorial Award

Qualifications

- 8th grade boy at Drew Central Middle School
- nominations may be made by any teacher at Drew Central
- the award may be granted annually and be a tribute for the "best of the best"
- self-motivated "artist" with natural, not mechanical, talent
- uses talent - writing and/or art - for self-gratification
- cooperation - uses his talent for the benefit of others (stage scenery, programs, etc.)
- ability to write in any genre to communicate ideas through the written word
- ability to relate to and with people
- unconscious compassion and kindness through actions
- self-discipline - appropriate behavior with teachers and peers
- grade point is not a deciding factor
- the award will be presented at the awards assembly

Selection Process

1. The selection committee has sole discretion in selection of the recipient.
2. Nominees will be evaluated by standards set by the above criteria.

Responsibility of the Winner

Thad's family requests a sample of the student's work along with a picture of the award winner be given to them once the award is made.

School Calendar 2024 - 2025

Date	Event
August 6-8, 2024	Teacher & Staff Professional Development Days 5-7
August 8, 2024	Open House – 5:00 – 7:00 p.m.
August 12, 2024	First Day of School for Students
September 2, 2024	Labor Day – No Students or Staff
September 6, 2024	End of 4-Week Grading Period
September 12, 2024	Parent-Teacher Conferences (Progress Reports) – 2:00-7:00 p.m., 1:30 Early Dismissal
September 13, 2024	Professional Development Day 8 (No Students)
October 11, 2024	End of 1st 9 weeks; End of 1st Quarter
October 14, 2024	Columbus Day – No Students or Staff
October 18, 2024	Report Cards Issued
November 8, 2024	End of 4-Week Grading Period
November 14, 2024	Progress Reports Go Home
November 25-29, 2024	Thanksgiving Break
December 18, 2024	Report cards issued; Awards Assembly
December 20, 2024	End of 2nd 9-Weeks; End of 2nd Quarter
December 23-31, 2024	Christmas Break
January 1-3, 2025	Christmas Break
January 6, 2025	Teacher Flex Day (No Students)
January 7, 2025	Students return
January 20, 2025	Martin Luther King Jr. Day – No Students or Staff
January 31, 2025	End of 4-Week Grading Period
February 6, 2025	Parent-Teacher Conferences (Progress Reports) – 2:00-7:00 p.m.; 1:30 Early Dismissal
February 7, 2025	Teacher Flex Day (No Students)
February 17, 2025	Presidents' Day – No Students or Staff
March 14, 2025	End of 3rd 9-Weeks; End of 3rd Quarter
March 20, 2025	Report Cards Issued
March 24-28, 2025	Spring Break
April 17, 2025	End of 4-Week Grading Period
April 18, 2025	Good Friday – No Students or Staff
April 24, 2025	Progress Reports Go Home
May 19, 2025	8th Grade Promotion at 10am.; Awards Assembly for Grades 5-7 1:30pm
May 22, 2025	Last day for students; end of 4th quarter; end of 4th 9 weeks
May 23, 2025	Professional Day #9

Policies in the student handbook may be modified as needed!

DREW CENTRAL HIGH SCHOOL

STUDENT HANDBOOK

2024 – 2025

VISION: *Drew Central High School is providing a quality education to all students in preparing them to be college, career and community engagement ready.*

MISSION: *Drew Central High School strives to educate the whole person by ensuring an outstanding and safe learning environment which nurtures the unique talents of the individual student.*

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Drew Central School Board

Gary Lucas, President
Laura Whitaker, Vice President
Rene' Knowles, Secretary
Curley Jackson, Member
Bruce Hackett, Member

Drew Central High School Administration

Nancy Chapman, Superintendent of Schools
nancy.chapman@drewcentral.org

Cindy Luper, Special Services
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DarShauna Shepherd, Principal
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Brandon Murphy, Assistant Principal
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Michael Goad, Dean of Students
michael.goad@drewcentral.org

Drew Central School District Website
http://www.drewcentral.org

DCSD Telephone/Fax Numbers

Drew Central Elementary Office	(870) 367-6893
Drew Central Middle School	(870) 367-5235
Drew Central High School	(870) 367-6076
Superintendent's Office	(870) 367-5369
Superintendent's Fax	(870) 367-4330
Special Education/LEA Office	(870) 367-3544
Special Education/LEA Fax	(870) 367-4339
Drew Central Gym & Cafeteria	(870) 367-6011
Bus Shop	(870) 367-4150

Consequences for Handbook Infractions

**The Student Handbook policies were approved by the Drew Central School Board on July 25, 2024.*

The policies listed below are located in the Drew Central School District handbook. Consequences for any infractions listed in the student handbook can be, but not limited to, any combination of the following at the administrator's discretion.

- warning
- student conference with an administrator, counselor, and/or teacher
- parent conference with an administrator, counselor, and/or teacher
- before school, lunch, or after school detention
- in-school suspension (ISS)
- out-of-school suspension (OSS)
- reverse suspension
- corporal punishment
- mental health support recommendation
- law enforcement contact
- expulsion
- confiscation
- retention
- FINS

Parent/Guardian Meeting Request Form

Parent(s)/guardian(s) who desire a meeting with any Drew Central High School staff member must complete a **Parent Meeting Request Form** or with the high school secretary. Parent(s)/guardian(s) who fill out the Parent Meeting Request Form will receive a response shortly. Pop-up meetings are not allowed, regardless of the reason for the meeting.

DCHS Bell Schedule

Absentee Slip	**7:45 AM**
First Bell	**7:48 AM**
1st Period	**7:52 AM – 8:42 AM**
2nd Period	**8:46 AM – 9:36 AM**
3rd Period	**9:40 AM – 10:30 AM**
4th Period	**10:34 AM – 11:24 AM**
Lunch (11/12) & RTI (9/10)	**11:24 AM – 11:54 AM**
Lunch (9/10)	**11:54 AM – 12:24 PM**

& RTI (11/12)	
5th Period	**12:28 PM – 1:18 PM**
6th Period	**1:22 PM – 2:12 PM**
7th Period	**2:16 PM – 3:06 PM**

DCHS Faculty & Staff

NAME	POSITION
Braley Adams	Mathematics
Brandi Anthony	Business, Journalism, Yearbook
Chris Bayless	Band, General Music
Maggie Brown	Special Education
Preslee Carter	Science, Junior High Cheer Coach
Gabrielle Causey	English Language Arts
Jelisa Childs	Mathematics
Tim Collier	Computer Science
Cassie Dale	Business
Dell Donaldson	Special Education
Rebecca Dominguez	Mathematics
Trent Fisher	ISS Paraprofessional

Ashley Franklin	Digital Lab Paraprofessional
Aaron Goad	Health & P.E., Football, Baseball
Michael Goad	Dean of Students, Athletic Director, Cross Country, Girls Basketball
Lindsay Gonzalez	Special Education Supervisor
Kami Griffin	District Nurse
LaReina Grundy	English Language Arts, National Honor Society
Allison Harris	Social Studies
Kelsey Hoover	District Nurse
Toni Jacobs	Counselor
Lee Ann James	Science, Testing Coordinator
Tara Lee	Administrative Assistant
Brittany Leek	Agriculture, Future Farmers of America (FFA)
Michelle Lloyd	Paraprofessional
Randy Luper	Registrar
Tracy Maggard	Secretary
McKenzie McClain	Mathematics
Katie Meier	Art
Chandler Mercer	Social Studies, Football, Basketball
Brandon Murphy	Assistant Principal
Allison Neill	Mathematics, Homecoming
Madison Phillips	Choir, Madrigals
Tyler Raines	Science, Esports
Vanessa Rangel	English Language Arts, Debate, Student Council
Heidi Rosas	Family and Consumer Science
DarShauna Shepherd	Principal
Elizabeth Simpson	Paraprofessional

Angela Snuffer	English Language Arts, Beta Club
Stephanie Teel	Library Media Specialist
Tim Teel	Social Studies, Football
Charles "C.J." Watson	Tennis, Football, Boys Basketball
Teresa Weatherly	Special Education Administrative Assistant
Larry White	ALE Director, Football, Track

4.7 – ABSENCES

** Please see the Drew Central School District policy.*

ADMITTANCE PROCEDURES FOLLOWING AN ABSENCE

1. Students must have a note from a parent/guardian or a doctor containing the student's first and last name, date of the absent and the reason for the absence, a parent/guardian's signature, a phone number where parent/guardian can be reached for verification on the day he/she returns to school or the absence may be considered unexcused.
2. Students are to pick up their admittance note at the office window at the 7:45 AM bell in the morning before the go to class bell rings. Failure to obtain an admit slip on the day the student arrives back to campus will result in an assignment to noon detention.
3. Students who do not bring a note from a parent/guardian or doctor's office on the first day back to school will be given a 24-hour timeframe to bring the note to the office window. Students who do not bring a note will be given noon detention once the 24-hour timeframe, or next day, has expired.
4. Students who arrive on campus any time after the first period tardy bell must sign in at the office window and receive a pass before reporting to class.
5. Students must make arrangements for any missed assignments with their teachers.
6. A student shall not forge or falsify any note, hall pass, student scheduling information forms.

   *Excessive early checkouts may result in your child losing credit in the class. (see 4.7 policy on absences)

A student is absent if the student is not:

1. present for onsite instruction provided by the district,
2. participating in a planned district-approved activity, or
3. engaged in scheduled instruction at an off-site location, including remote learning

EXCUSED ABSENCE FOR DRIVER LICENSE TEST

Only one (1) excused absence shall be allowed to take the AR Driver's License written test, and **one (1)** excused absence is allowed to take the AR Driver's License driving test. Documentation must be presented to be excused for the absence.

COLLEGE DAY OUT

Students must arrange with his/her teachers and the DCHS Principal before the visit and must secure a letter from the Admissions Office of the college stating that the student visited on a given date. The student must then present this statement to the DCHS Principal the day following the visit for the visit to be considered an excused College Day Out. If a student fails to present the statement on the day following the visit, it will be counted as an absence.

Seniors will be allowed **four (4)** days to visit colleges during their senior year. All college visits must be approved prior to May 1.

Juniors are allowed **two (2)** days to visit colleges during their junior year.

4.8 – MAKE UP WORK

** Please see the Drew Central School District policy.*

4.9 – TARDIES

Prompt arrival at school and to each class is expected of all students. High School students are not allowed to gather with middle school students during mornings or during the school day at any time. Late arrival disrupts class and causes loss of instructional time. Students arriving after the tardy bell will be marked tardy. Every tardy is considered unexcused and will be counted as such, unless special conditions exist and require principal/assistant principal approval. Consequences will be assigned to students who arrive late to their assigned location.

**A student will not be tardy due to the arrival of a late bus on which the student is riding.*

Students who are tardy for any period must come to the office to check-in and pick up a tardy slip to present to their teacher. If a student is 15 minutes late, this will be considered an absence. Students are expected to be present for class on time and prepared with all necessary materials to participate in class.

Violation of this policy within a nine-week grading period will result in:

- One (1) Tardy: One (1) day of Detention Hall
- Two (2) Tardies: Two (2) days of Detention Hall
- Three (3) Tardies: Three (3) days of Detention Hall, Office Referral, Parent Conference & Behavior Contract
- Four (4) Tardies: Two (2) days of In-School Suspension (ISS)
- Five (5) Tardies: Three (3) days of In-School Suspension (ISS)
- Six (6) Tardies: Five (5) days of In-School Suspension (ISS), Parent Conference & Notify Legal Authority (FINS)

A student who accumulates more than 6 tardies in a nine-week grading period will be placed under administrative review of their placement in school through a parent conference. Tardies start over every nine weeks.

4.10 – CLOSED CAMPUS

Drew Central High School has a closed campus. Students are expected to remain on campus throughout the school day. Students with a medical appointment should present a written note or have a parent/guardian telephone the office before the student will be allowed to leave campus.

Parents are discouraged from checking students out of school for reasons other than medical appointments or emergencies. Students who check out of class during any part of a class period will be marked absent from that class period unless the student presents a note from a doctor, dentist, or court officer upon their return to school verifying that a student had a bona fide appointment that required the student to be checked out of class. Other class periods missed as a result of the appointment will be marked as absent.

Students who become sick during class hours may be evaluated at the NURSE'S OFFICE, but must check out through the PRINCIPAL'S OFFICE. Students will not be allowed to go home unless a parent is notified by phone or in person and gives permission.

Students are to check in and out through the PRINCIPAL'S OFFICE when arriving at school late or leaving early during the school day. Students who are to leave campus for any reason during school hours must obtain permission from the PRINCIPAL'S OFFICE; "sign out" in the office and "sign in" when he/she returns. **Students may not be checked out by text message.**

A student's parent/guardian will be required to telephone the office before a student is allowed to "sign out". Failure to "sign out" will result in violation of the truancy policy. **The lunch time student "sign in" and "sign out" policy will require the parent/guardian to come, in person, to give permission to leave campus for the lunch period. Students also need to sign in at the PRINCIPAL'S OFFICE when they return to campus.**

4.15 – CONTACT WITH STUDENTS WHILE AT SCHOOL

Section 1(a): In order to avoid continuing child custody controversies from involving public school personnel, and to avoid disruptions to the educational atmosphere in our public schools, the transfer of a child between the child's custodial parent and non-custodial parent, when both parents are present, is prohibited from taking place on the property of a public elementary or secondary school on normal school days during normal hours of school operations.

Section 1(b): The provisions of this act shall not prohibit one parent (custodial or non-custodial) from picking the child up from school at pre-arranged times on pre-arranged days if prior approval has been made with the school's principal.

Come to school, meet us, talk to us and volunteer your time and energy. Your involvement will show your children that you value their education. Parents count! Let's work together!

4.19 – CONDUCT TO AND FROM SCHOOL & TRANSPORTATION ELIGIBILITY

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

4.21 – STUDENT ASSAULT OR BATTERY

The principal or principal designee will have discretion in administering other consequences for the student's conduct, based on the severity of the situation.

4.22 – WEAPONS & 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
- nun chucks
- explosive
- pepper spray, mace, or other noxious spray
- taser, or another instrument that uses electrical current to cause neuromuscular incapacitation
- 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.

4.23 – TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEM (VAPE), & RELATED PRODUCTS

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

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

4.24 – DRUGS & 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 Drew Central 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 U.S. 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 U.S. Food and Drug Administration, or prescription drugs is prohibited except as permitted under district policy **4.35 – STUDENT MEDICATIONS**.

4.25 – STUDENT DRESS & GROOMING

The Drew Central Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the Drew Central School District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, and unsafe, could cause property damage, or are offensive to common standards of decency. Legal Reference: A.C.A. § 6-10-138 A.C.A. § 6-18-502(c)(1) A.C.A. § 6-18-503(c)

APPROPRIATE DRESS FOR SCHOOL

1. Shorts, skirts or dresses which have no holes, slits, tears that show skin and have a hemmed bottom edge(s) no shorter than three inches (the height of a $1 bill horizontally) from the top of the knee when standing; no spandex will be allowed.

2. Pants/slacks with no holes, slits, tears that show skin three inches (the height of a $1 bill horizontally) from the top of the knee.

3. “NO SAGGING". Sagging is defined as wearing the waistband of slacks, pants, shorts or skirts below the natural waistline. Sagging will be determined by the outermost layer of clothing. A belt is required for oversized pants.

4. Tops must have at least two-inch-wide straps, no sagging armholes, and a body length which will cover the waist. Tank-type tops, halter tops, Crop tops, Tube tops, and/or spaghetti strap tops are not acceptable for school wear.

5. Clothing with no vulgar, obscene, suggestive or offensive messages or which advertise or support drugs, alcohol or tobacco.

6. Caps, hats, visors, scarves, bandannas, and sunglasses are not to be worn in any school building by either boys or girls. Those items worn inside any building will be taken and kept by the principal.

7. Blouses and shirts must cover the buttocks when worn with leggings and meet the requirements of #1 above.

8. Shoes will be worn at all times while at school.

9. Jewelry depicting drugs or other inappropriate symbols will not be allowed.

10. Any see-through, low-cut, or extremely tight clothing which makes underclothing visible, or is suggestive, will be prohibited.

11. All clothing must be properly worn. (Snaps snapped, buckles buckled, buttons buttoned, zippers zipped, etc.)

12. House shoes, pajamas, blankets and bath robes are not to be worn at school.

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

4.30 – SUSPENSION FROM SCHOOL

Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days,

including the day upon which the suspension is imposed. The suspension may be in school or out of school.

Students are responsible for their conduct that occurs:

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

While assigned to In-School or Out-of-School Suspension, a student may not participate in or attend any school activities involving Drew Central Schools at home or away. If a student attempts to do so, he/she will be asked to leave and will be assigned one extra day of In-School or Out-of-School Suspension.

In-School SUSPENSION

The purpose of In-School Suspension is to provide an opportunity for the student to re-evaluate his/her role as a student. The In-School Suspension is a structured environment using the "merit" system. If the student follows the rules of In-School Suspension, that student will "merit" the right to return to the regular classroom after the original assignment has been completed. The assignment to In-School Suspension can and will be extended if the student's conduct is not satisfactory.

Each day missed of an In-School Suspension assignment due to excused or unexcused absences must be made up. All absences will result in making the day up and serving one extra day.

If a student transfers to another school district before completing his/her In-School Suspension assignment, that student will be required to complete the assignment before returning to regular classes at Drew Central.

4.33 – STUDENT VEHICLES

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

Students are not permitted to loiter in parking areas and are not to return to their vehicles 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.

STUDENT AUTOMOBILES

Students may drive automobiles to school as they and their parents see fit. Students are to drive

in a safe and orderly manner. Student parking will be limited to the parking lot adjacent to the high school building. Students are to stay out of their automobiles from the time they arrive in the morning until school is out. This is interpreted to mean not sitting in the automobile before school and during the noon hour as well as not driving the automobile during these times.

Students enrolled in the internship program and driving to OEC for that purpose must have proper papers signed and approval given before driving to OEC. No passengers are allowed in these instances unless approved by both the principal and OEC. All students driving vehicles to school and parking on campus must meet state law. This requires all students to have a valid Arkansas Driver's License and liability insurance. A copy of driver's license and liability insurance must be filed with the student council sponsor. The Student Council is responsible for issuing parking permits at a cost of $10.00 each.

Students are to park their vehicles and leave the parking lot when they arrive on campus and are not allowed to go back to them without permission from faculty or administration. Students should cross the street only when buses are unloading and are not to go to cars of other students.

Students can leave campus in their own vehicles after school is out until the first bus pulls up to leave the campus and they are to stop leaving until all buses are off the campus, then they are allowed to leave at a safe rate.

PARKING PERMIT POLICY

The student council will be responsible for selling parking permits and policing the parking lots during the 7:45 AM to 3:15 PM school day. All students must register their vehicle with the student council, with the student council sponsor. The cost of the permit will be $10.00. The permit must be displayed for identification and proof of registration to gain access to the DCHS parking lots. The student will provide proof of drivers' license and liability insurance in order to receive a permit. A copy of these rules signed by the student and parent will be required to be on file.

Cars without permits will be ticketed. Permits may be temporarily transferred to another vehicle by permission. Students parking improperly in the handicapped spaces will be ticketed. All tickets will be $10 and must be paid in 10 days from the date of issuance or the fine is doubled. If the ticket is not paid in 15 days from the date of issuance, all driving privileges will be revoked until the ticket is paid. If the vehicle is found on campus between 7:45 AM and 3:10 PM while driving privileges are revoked, the vehicle will be towed at the student's expense. At the end of each semester if tickets are outstanding, driving privileges will be suspended indefinitely.

4.39 – CORPORAL PUNISHMENT

** Please see the Drew Central School District policy.*

4.43 – BULLYING

“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 DC school employee is associated and that causes or creates actual or reasonably foreseeable:

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

4.43.1 – SOCIAL CONFLICT

Social conflict is a written, verbal, electronic, or physical disagreement, stated or implied, between two or more individuals. Social conflict, if not handled properly by parent(s)/ guardian(s), can result in name calling, pushing, shoving, fighting, spreading rumors, and/or other inappropriate behaviors. It is the parent(s)’/guardian(s)’ responsibility to correct social conflict for their own student.

4.45 – SMART CORE & GRADUATION

GRADUATION REQUIREMENTS
The number of units a student must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units (credits) are required for graduation for a student participating in either the Smart Core or Core curriculum for the Class of 2025 and 2026. A minimum of twenty-four (24) units (credits) are required for graduation for a student participating in either the Smart Core or Core curriculum for the Class of 2027 and thereafter.

A minimum of twenty-two (22) units are required for graduation by the Division of Elementary and Secondary Education (DESE). There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.
English courses must be taken and passed in sequence (English I, II, III, IV). Students will not be allowed to take more than one grade level of English per year unless repeating a failed course. A math course must be taken every year (9-12).

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

Students shall be trained in quality psychomotor skill bases in Cardiopulmonary Resuscitation and the use of Automated External Defibrillators in order to graduate.

GRADUATION COLORS

Honors Graduates will wear the gold cord at graduation. Students who earn a cumulative GPA of 3.0 or higher on the Honors Diploma curriculum will wear the gold tassel at graduation. National Honor Society members will be recognized by wearing the NHS stole at graduation.

GRADUATION PARTICIPATION REQUIREMENTS

In order to participate in graduation ceremonies all students must meet the following criteria:

1. Must meet all DCHS graduation requirements set by the Division of Elementary and Secondary Education (DESE).
2. After the last official day for seniors, candidates for graduation are not permitted to be on any Drew Central School campus other than official school business.
3. Must complete final check out procedures on time.
4. Must attend the graduation practice, Senior walkthrough & Senior Awards assembly.
5. Must be properly dressed in attire for Awards Assembly and Graduation:
    a. It is the expectation that all students wear dress casual attire for both honor assembly and graduation ceremony that meets expectations of school dress code.
    b. School issued graduation robes and hats are to be worn at graduation ceremony free of any alteration
    c. School issued honor and completer stoles/cords are to be worn at honor assembly or graduation.
    d. Students will not wear graduation hats at awards assembly.

** detailed dress code requirements can be found on the **SENIOR PARENT LETTER** or on the Senior Section of the DCHS website*

Students who fail to meet all the above Graduation Participation Requirements will be prohibited from participating in the graduation ceremony. No exception unless pre-approved permission is granted by the principal.

GRADUATION SPEAKERS

Graduation speakers are determined using the following guidelines:

- Students ranked #1 (valedictorian) and #2 (salutatorian), by weighted GPA, will speak at graduation
- Students ranked #3, #4, and #5 will perform the Pledge of Allegiance, the Invocation and the Benediction respectively
- Should any of the top five (5) students decline to participate, the next ranked student will be asked to participate

- DCHS Senior Class President will perform the Graduation Welcome, and an appointed DCHS Class Officer will perform the Pledge of Allegiance for the Senior Awards Assembly
- Copies of graduation speeches must be submitted to DCHS administration for pre-approval prior to the graduation ceremony

EXCEPTIONAL SENIOR AWARD

The faculty will make nominations for the Exceptional Senior Award. The senior should have outstanding academic ability, contributions to the community, participation in extracurricular activities and have excellent rapport with peers and staff. Absenteeism and discipline will also be considered. The senior with the most votes from the faculty will be the recipient of the award.

4.47 – POSSESSION & USE OF CELL PHONES & 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. ** Please see the Drew Central School District policy.*

4.56 – EXTRACURRICULAR ACTIVITY - SECONDARY SCHOOLS

** Please see the Drew Central School District policy.*

5.14 – GRADING

Grades assigned to students reflect educational objectives only.

GRADE POINT AVERAGE

GPA will be computed by dividing the number of grade points or quality points by the number of semesters of work. Most classes use the standard grade point, but AP, IB, and ADE-Approved Honors classes use the weighted grade point system.

STANDARD GRADING SCALE

Points	Grade	Value
100 – 90	A	4 points
89 – 80	B	3 points
79 – 70	C	2 points
69 – 60	D	1 point
59 and below	F	0 points

WEIGHTED GRADING SCALE

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

* *Weighted credit/additional quality points for designated AP courses are contingent upon the teacher completing training required by the Arkansas Department of Education and the student taking the applicable AP exam.*

CLASSIFICATION

Students are classified according to the year in high school:

- Year 1 – freshman: 9th grade
- Year 2 – sophomore: 10th grade
- Year 3 – junior: 11th grade
- Year 4 – senior: 12th grade

CLASS RANK

Honors, general track, and remedial track will be computed for class rank in that order.

REPEATING COURSES

A student may repeat a course for credit purposes only. Both grades from the course will be used in computing the GPA and class rank.

CONDUCT GRADES

Conduct grades are assigned by each teacher in the classroom.

PROGRESS REPORTS

A progress report will be sent home at the end of the fifth week of each quarter. The reports will be sent home with every student, and it is the student's responsibility to ensure his/her parent(s)/guardian(s) see the progress report. Parents/guardians may also access their child's grades and attendance on the internet for more frequent monitoring (HAC).

REPORT CARDS

Report cards will be issued at the end of the nine-week period. It is the student's responsibility to ensure his/her parent(s)/guardian(s) see the report card.

HONOR ROLL ACADEMIC RECOGNITION

Any student who receives a **U (Unsatisfactory)** in conduct or a **D** or **F** in any subject will not be eligible for any academic recognition or achievement lists.

Act 390 of 2005 - Any parent or student who does not want to have their student identified as an honor student or listed on the honor roll shall submit a written request to the principal of the school requesting that the student not be identified. The school and school district shall not identify any student (achieving honor roll status), who has submitted a written request.

Students in grades ninth through twelfth will be eligible for academic recognition based on the following criteria:

- **Principal's List:** 3.50 – 4.00 GPA & must be on grade level in Reading & Math according to the most recent iReady diagnostic
- **Pirate's Pride List:** 3.00 – 3.49 GPA & must be on grade level in Reading or Math according to the most recent iReady diagnostic
- **Pirate's Merit List**: 2.50 – 2.99 GPA & has shown growth according to the most recent iReady Reading or Math diagnostic

5.16 – HONORS GRADUATES

Honor graduates are determined on the basis of accumulated grade point, which must be 3.50 to be computed at the end of the eight semesters of school. Honor graduates must take the Honors Diploma course of study. No remedial courses will be accepted. Final academic grade point average must be 3.50 or higher.

GRADUATING WITH HONORS

Students who earn an Honors Diploma will be recognized at graduation, based on the cumulative Grade Point Average (GPA), as graduating with honors (cum laude), with high honors (magna cum laude), or with highest honors (summa cum laude) as listed below:

- **Summa Cum Laude** 3.90 and above
- **Magna Cum Laude** 3.75 to 3.89
- **Cum Laude** 3.50 to 3.74

Honor Graduates are determined on the basis of cumulative Grade Point Average over eight semesters of high school work. No correspondence courses or summer school courses will be accepted to meet the Honor Graduate requirements. The diploma will include a seal indicating the honor level at graduation.

Class rank will only be calculated for the purpose of applying for scholarships that are awarded on the basis of rank in a graduating class. Class rank, however, will not be used to determine any honors or recognition.

HONORS DIPLOMA

Each student must have a 3.0 GPA after 8 semesters of high school work to receive the Honors Diploma. These courses must come from the Smart Core curriculum. In addition, students must complete one unit of Fine Arts. Beginning with the graduating class of 2022, students must pass at least **two (2)** Advanced Placement (AP) or Concurrent Credit courses and complete at least one math course each year of high school to receive the Honors Diploma. The total number of AP/Concurrent Credit courses necessary to receive the Honors Diploma will be **two (2)**.
No correspondence courses or remedial courses will be accepted to meet the Honors Diploma requirements. College courses will be accepted to meet the Honors Diploma elective requirements. A 2.75 GPA is required to get a state seal on the diploma.

5.19 – ARKANSAS COURSE CHOICE PROGRAM

** Please see the Drew Central School District policy.*

5.20 – ADVANCED PLACEMENT (AP), INTERNATIONAL BACCALAUREATE (IB), & HONORS COURSES

** Please see the Drew Central School District policy.*

5.22 – CONCURRENT CREDIT

** Please see the Drew Central School District policy.*

Students in grades 9-12 who enroll in college courses for credit, a 3-semester hour college course will be equal to 1 unit of credit.

CORRESPONDENCE WORK

Students may earn no more than **two (2)** units of credit through correspondence work. Students may not complete correspondence work or any internet based educational program for a course that is offered at Drew Central High School without written prior approval from the principal. Final grade in a correspondence course must be received at Drew Central no later than the due date for senior grades in order for a senior to participate in graduation exercises. Correspondence courses will not be used in determining grade point and class rank.

TEACHER/PARENT CONTACTS

It shall be the policy of the Drew Central School District to provide opportunities for communication personally with students' parent(s)/guardian(s) once each semester. The following procedure will be used each year in reporting student performance:

1. One parent/teacher conference day will be held each semester to talk with parents about student performance.
2. Progress reports will be sent home by each child at the end of each 4 ½ week grading period.
3. Report cards will be sent home at the end of each nine-week grading period. (Progress Reports will be available at each Parent/Teacher Conference)
4. Additional Parent/Teacher contacts may be necessary for some students. These conferences will be at the discretion of the parent and/or teacher using the **Parent Meeting Request Form**. Appointments for additional conferences will be made through the principal's office. **The teacher will be notified at least one day prior to the appointment.**
5. Parents will be asked to sign an attendance form when they attend a Parent/Teacher Conference. This signature will assist the school in keeping up with personal contacts made either by the school or parent(s)/guardian(s) of the child.

LOCKERS

Lockers are rented to students at a charge of $6.00 (non-refundable) per year. Locks are provided with the locker and are subject to administrative search. Each student will be held responsible for any damage, writing, or defacing the locker.

TEXTBOOKS

Textbooks are furnished free of charge to all students at Drew Central High School. Books that are lost or damaged will be paid for by the student who is assigned the book. Replacement costs* will be charged if the book is lost or unusable.

MONIES OWED TO SCHOOL, CLUBS, OR CLASSES

Any student owing money to the school, clubs, or classes will not receive end of the year grades until the money is paid. Credit cannot be withheld because of class dues; however, students who do not participate in club or class activities may be excluded from club or class functions. The club or class sponsor will notify the parent by mail of any outstanding charge at least one week before report cards are issued. Report cards and transcripts will not be released until accounts are cleared. A student who owes money will not be eligible to participate in any club activities the following year until the amount due is paid.

PARENTAL CONSENT FOR MEDICAL/DENTAL TREATMENT ON SCHOOL TRIPS

A form must be signed and on file in the high school office giving consent for Medical/Dental treatment when the parent or guardian cannot be contacted, before a student can participate in a school trip.

STUDENT EXPENSES ON SCHOOL TRIPS

The school will provide transportation on all approved educational trips. All other expenses must be paid by the student or the sponsoring club. Trip approval forms must be completed by the sponsor and turned in to the principal for approval at least five days before the trip.

SCHEDULE CHANGES

Schedule changes will only be permitted in cases of conflict.

NINE WEEKS EXAM POLICY

At DCHS, we believe that all students can learn and should be given the appropriate time and instruction to do so. Tests will be administered during each grading period to measure students' mastery of skills.

Student grades will be based on weekly tests, major tests, daily grades, homework grades, projects, reports, recitation, teacher observations, etc.

The school year is divided into **two (2)** semesters, and each semester is divided into **two (2)** nine weeks grading periods. Therefore, there are **four (4) REQUIRED** nine weeks examinations to be given in each course.

ARKANSAS ACADEMIC CHALLENGE SCHOLARSHIP PROGRAM

The Arkansas Academic Challenge Program provides scholarships to Arkansas residents pursuing higher education. Funded in large part by the Arkansas Scholarship Lottery, the Arkansas Academic Challenge Scholarship is available to students regardless of their academic status, whether just graduating from high school, currently enrolled in college, enrolling in college for the first time, or re-enrolling after a period of time out of college.

Academic Challenge Award Amounts:

	4-Year School	2-Year School
Year 1	$1,000.00	$1,000.00
Year 2	$4,000.00	$3,000.00
Year 3	$4,000.00	
Year 4	$5,000.00	

Annual Deadline:
July 1

Website:
https://studentaid.gov/

ATHLETICS

It is the desire of the coaching staff and administration that every boy and girl have a chance to participate in interscholastic athletics.

BOYS: DCHS boys' sports consist of football, cross country, basketball, baseball, tennis, track and field, and cheerleading

GIRLS: DCHS girls' sports consist of cross country, basketball, tennis, track and field, cheerleading, and softball

CLASS OFFICERS

At the beginning of each school year, time shall be set for campaigning and campaign speeches before the student body for students wishing to run for class office.

An election will be held by secret ballot and if no student gets a simple majority, there will be a runoff between the top two candidates.

Class officers should realize that they are accepting the responsibility of that office when elected. Sponsors may appoint a student to an open position if there are no candidates for that position.

QUALIFICATIONS FOR HOLDING OFFICE

All officers of any school organization shall have at least a 2.00 grade point average in academic subjects, the recommendation of five teachers and an administrator, and no ISS assignments.

A student must maintain a 2.00 grade point average in order to remain in office. A student may be removed from office if he/she has received a suspension (In-School or Out-of-School) or expelled from school.

A committee composed of the superintendent, three teachers, one administrator, and one counselor shall hear all pertinent facts and make the final determination to remove a person from his/her office as a club officer.

BETA CLUB

The Drew Central High School Beta Club is an educational, non-profit, youth organization dedicated to encouraging and rewarding academic achievement, and promoting the qualities of character that makes for good citizenship. Students in grades 10th-12th with a cumulative GPA of 3.0 and who have not received in-school or out of school suspension during the school year, will be invited to join the DCHS Beta Club.

SR. NATIONAL HONOR SOCIETY

The National Honor Society was started by J.G. Masters in the early nineteen hundreds in secondary schools in several sections of the country. The object of the Drew Central Chapter of Honor Society is to render service to the school, to create an enthusiasm for scholarship, to promote worthy leadership and to encourage the development of character in pupils of Drew Central High School.

Membership in this organization is based on scholarship, service, leadership, citizenship and character. Candidates for membership must have completed one semester in Drew Central High School, be members of the junior or senior class, and be enrolled in Honor Diploma courses. One must have a cumulative GPA of not less than 3.50 and retain it to remain in the society.

STUDENT COUNCIL

The Student Council is an organization which has objectives and works toward those objectives in the most efficient methods possible. The council is not a club. It is a student organization whose members are elected by the student body to represent them and therefore serve their interests. It provides a forum by which students may participate in clearly defined areas of the student program.

In addition, the council supports all school organizations, promotes good citizenship, supports and organizes school activities, manages all assembly programs, and in general, is a service organization to the school.

Student council elections take place each spring. Forms will be available in late April with elections occurring in early May. The election and responsibilities are explained in the

constitution. Candidates for office must have a 3.0 GPA for the previous two semesters. The nominees are president, vice president, secretary, treasurer, reporter and two representatives at large, voted on by the student body. If enough candidates are running for offices, there will be a school wide assembly for campaign speeches and then elections.

Activities Student Council is responsible for:

- Parking Spaces and Tags
- Battle of the Classes
- Assisting with all Homecoming festivities
- Blood Drives
- Prom Assistance (younger representatives will help as needed with prom)
- Class Officers and assisting that they are maintaining their responsibilities
- Quarterly School Events (there will be at least four student body fun events planned)
- Daily raising & lowering of the high school flags

THE PIRATE YEARBOOK

The Pirate yearbook is a journalistic record reflecting the life of Drew Central students from grades pre-K – 12. It is produced by a group of high school students in grades 10 – 12, working under the direction of a faculty member.

Yearbook staff must have a 2.5 GPA and a B in English.

FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

FBLA is a national youth organization for high school students who are or have been enrolled in business subjects. FBLA is sponsored by the National Business Education Association. It operates as a part of the school program under the guidance of a business teacher. It is democratically organized and designed to provide young adults with educational, vocational, and leadership experiences. It encourages improvement in scholarship and strengthens the confidence in their work.

FAMILY, CAREER & COMMUNITY LEADERS OF AMERICA (FCCLA)

The FCCLA is an extracurricular activity of DCHS, enjoyed by the students who are taking or have taken family and consumer science courses. Chapter meetings are held once a month. The chapter also chooses different members, according to the work done by each individual, to attend the district and state meeting. The local chapter president must be enrolled in a FACS class.

FUTURE FARMERS OF AMERICA (FFA)

The FFA is an organization consisting of members who are taking Vocational Agriculture or who have completed all the courses offered. Being a FFA member enables one to participate in judging contests on district, state and national levels. The purpose of this organization is to

promote agriculture, leadership, citizenship and ability to work efficiently. Activities include spending a week at Camp Couchdale, going to the State Livestock Show, and various Chapter programs and activities. The following list of officers' help keep FFA a national organization: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Jr. Advisor and Student Council Representative.

ESPORTS

Esports stands for electronic sports, but should not be confused with video games. Esports takes video gaming to another level with organized competitive gameplay between two teams, governed by its own strict set of rules and guidelines. Esports requires teamwork, communication, critical and strategic thinking, creativity, sportsmanship, and leadership.

Students in esports will attend team meetings, practices, and official matches. However, since esports is played online, there is no travel required throughout the regular season. Players compete from their respective campus, supervised by a coach. Currently, AAA authorizes PlayVS to oversee the state's esports network. The DCHS Esports team is currently competing in the following games: League of Legends, Super Smash Bros. Ultimate, and Mario Cart 8 Deluxe. Each school year is divided into two regular seasons, Fall and Spring, each with their own playoff season.

QUIZ BOWL

The Senior High Quiz Bowl Team competes under the auspices of the Arkansas Governor's Quiz Bowl Association, whose purpose is to promote academic team competition throughout the state and at all education levels. Team members must maintain AAA eligibility to participate. The Drew Central Senior High Quiz Bowl Team travels to several invitational tournaments throughout the state, starting in the late fall semester. The team competes in the 3A South Regional Tournament during the spring semester. Practice begins in the fall semester. The team practices after school, at least once per week, throughout the season. All interested students are encouraged to attend the organizational meeting and open-practice sessions.

LIBRARY CLUB

The DCHS LMC Club is a service organization to promote the library media center, life-long learning and reading for academic purposes and for pleasure.

MUSIC ACTIVITIES

The choral music activities are open to all Drew Central students (grades 9 – 12) who wish to participate. Beginner and advanced bands are also available to students in grades 9 – 12. The choral and band groups perform regularly at school assemblies, community activities and district and state festivals.

FOOD AND DRINK IN CLASSROOMS

Students may bring water to drink in class as long as the water is in a clear container. No other beverages will be allowed to be consumed in the buildings during the instructional day unless required by a physician for a medical condition.

Eating is not allowed in buildings during the instructional day unless required by a physician for a medical condition or during Breakfast in the Classroom.

HOMECOMING

ELIGIBILITY REQUIREMENTS

- Females: seniors eligible for the Homecoming court must have a minimum 2.00 cumulative grade point average, no IS or OS suspensions during the current or previous semester
- Males: seniors must be participating in a sport during the current semester and must have also participated in a sport the previous semester, have a minimum 2.00 cumulative grade point average, no IS or OS suspensions during the current or previous semester, be current football players (if there are not enough eligible senior football players, we will supplement from all eligible senior athletes from all other sports collectively)
- Any misbehavior outside of school that would reflect poorly on your citizenship as a Drew Central Student and would be deemed inappropriate as a representative of our school will result in removal from the eligibility list

SENIOR SELECTION: Females

- A list of eligible candidates will be provided to every student in the 9th, 10th, 11th, and 12th grade
- Students must have been enrolled at Drew Central starting at the beginning of the Spring semester prior to voting
- Students will choose 8 names (should there be 8 names on the list) and submit their ballot
- The student with the highest number of votes will be elected Queen
- A Football Sweetheart will be elected by the members of the football team
- If the elected Football Sweetheart, is chosen by her peers for Homecoming Queen, the second-place candidate elected by the football team will be the Football Sweetheart
- The 6 students with next highest number of votes will serve as the Homecoming Court
- In the case of a tie on the 8th and 9th student, both students will be elected to the Homecoming Court
- The results will be announced on the same day as voting and all members of the court including queen and football sweetheart will be announced in alphabetical order. Once all are announced, then of the girls announced, the football sweetheart and queen will be announced

SENIOR SELECTION: Males

- Eligible senior athletes will be provided to the student body through the same voting system on google email as female voting. The selection of escorts will be determined from this vote. There will be a total of 7 chosen escorts. The 8th escort will be the Football Game Captain. (A survey will be sent to the student body and teachers. The data of that survey could aid in adjusting this section).
- A Homecoming King will be elected by popular vote by the student body.
- The Homecoming King will escort the Queen during the day ceremony
- The captain(s) of the Homecoming Football Game will escort the Football Sweetheart during the day ceremony
- All other members of the Homecoming Court will draw the name of the Senior Athlete(s) who will escort her in alphabetical order.

VOTING

- Electronic voting will be done by emailing a link to students google email accounts
- Photos of each candidate will be provided on the voting platform for the opportunity of the student body to place a face with a name for voting purposes

RESPONSIBILITIES

- There will be a homecoming meeting the first week of school with possible candidates
- Females will be presented with responsibilities of court, dates, cost, and a contract that states that if selected they will uphold their responsibilities
- Females and male will also have the option to have their name removed from the ballot if they are not willing to participate in this honor.
- The Homecoming Court is responsible for decorating the auditorium and football field which will take place the week prior to Homecoming, with the help and direction of the Homecoming Coordinator(s).
- The Homecoming Court must attend practice. Practice will be held the Thursday before homecoming right after school. All members must be in attendance.
- The male members of the Homecoming Court must purchase a suit picked out by the homecoming coordinators. Price will be close to the previous price of renting. The cost of the suit is the student's responsibility.
- The female members of the Homecoming Court will be responsible for paying for a dress selected by the Homecoming Coordinators. Price will be close to the previous year's dress.
- The Football Sweetheart will be responsible for purchasing her own dress for the ceremony. The dress must be red. The dress must be approved by the Homecoming Coordinator(s) and principal before being purchased and picture sent by email or text will suffice in the approval process. Style should be kept in mind when searching for dress. It should be no larger than a typical A-line dress.
- The Homecoming Queen will be responsible for purchasing her own dress for the ceremony. The dress must be white. The dress must be approved by the Homecoming Coordinator(s) and Principal before being purchased and picture sent by email or text will suffice in the approval process
- Homecoming Queen will be responsible for riding in the County Fair Parade and Christmas Parade as a representative of Drew Central (assistance finding a vehicle to ride

on will be provided if needed) and the possibility of two Drew Central Events during their Senior Year (i.e. All Drew Central Reunion, Presentation of Speakers during assemblies, as requested)

- For the County Fair Parade, all members of the court including the Football Sweetheart and Homecoming Queen will ride on a float created by the court.
- Any donations made will be split between all involved parties unless otherwise stated by the donor
- All members of court, male and female, unless participating in the Homecoming game, will be required to sit in a place of honor for at least a designated portion of the game as determined by the homecoming coordinator(s)

CEREMONY

- In the case of inclement weather, a decision will be made by 4pm the day of the ceremony. If weather is an issue, the evening ceremony will be held in the auditorium.
- The Homecoming Court (male and female) must attend the school ceremony. During the evening ceremony only the females of the Homecoming Court are required to participate in the evening ceremonies due to the football players preparing for the Homecoming Game.
- The Homecoming Court will be escorted by their parents at the evening ceremony. The ladies will be escorted by their biological father, and/or step father of their choice, or other male of their choice.
- A football bearer and crown bearer will be chosen to walk with the Homecoming Queen. They will be students from Drew Central or children of parents that work at Drew Central. They will be K-3rd age. The queen will meet with the coordinator to choose attendants.
- A football bearer will be chosen to walk with the Football Sweetheart. He will be a student from Drew Central or children of parents that work at Drew Central. They will be K-3rd age. The Football Sweetheart will meet with the coordinators to choose attendants.
- The Homecoming Queen will receive a crown and a football. The Football Sweetheart will receive a football. The evening male escort will crown the Queen during the day ceremony and the queen will wear her crown during the night ceremony.
- The males will wear a red rose boutonniere.
- The queen will receive six roses, the football sweetheart three roses, and maids one rose.
- If the male and female members of the court would like their evening escort to have a boutonniere/corsage, they are responsible for the cost.

DCHS Homecoming Contract

Student Signature: _____ 7th Period: _____

Parent Signature: _____ Date: _____

Please select one of the following options & include your name on the line:

I, _____, would like to be included on the ballot for the current Homecoming Election and hereby agree to all the terms above related to my duties if I am selected for an honor.

I, _____, would like to remove my name from the ballot for the current Homecoming Election.

JR/SR PROM

The Junior/Senior prom is a formal event and students should dress and act accordingly. Students and guests attending the prom shall abide by the following guidelines:

1. Formal attire must be worn by both male and female students.
2. Prom dresses must completely cover the breasts with no curves showing.
3. Students may bring a date, bring a friend, or attend alone. Guests are subject to approval by junior sponsors.
4. Inappropriate or provocative dancing could be grounds for removal from the prom.
5. Once you leave the prom, even for a short trip to the parking lot, you may not return.
6. Public displays of affection are not allowed. This could be grounds for removal from prom.

PARENTAL NOTIFICATION OF STUDENT MISCONDUCT

The most effective methods of encouraging appropriate behavior always involve the school and the home working in partnership.

Teachers will file a Discipline Incident Form to the office documenting student misconduct on each occurrence of a violation of classroom rules or school policy that results in a written warning or other disciplinary measure. A copy of the form will be mailed to the parent/guardian. Parents are encouraged to contact the teacher using the **Parent Meeting Request Form**, or through the principal's office, whenever questions about student behavior arise.

Teachers are also encouraged to contact the parent/guardian whenever classroom behavior becomes a concern to the teacher.

DETENTION HALL

Detention Hall: 11:56 AM – 12:24 PM

Students assigned to D-Hall will report to the assigned room by 11:56 AM (during 2nd lunch). If a student arrives by 11:58 AM, according to the clock in the room, he/she will be considered late and will have to serve an extra day of D-Hall. If a student arrives at 12:00 PM or later, he/she will not be allowed into the classroom to serve D-Hall, but will be assigned to ISS instead.

If a student fails to report to detention hall, he/she will receive a write up with a recommendation to receive three (3) days In-School Suspension, assigned by administration and parent contact.

When a student is assigned to In-School Suspension for failure to report to D-Hall, the D-Hall will be removed due to the assignment of ISS. A student showing up late for D-Hall, or is disruptive in D-Hall, will be required to serve one extra day in D-Hall.

When a student is assigned to detention hall five (5) times during a semester, any future punishments he/she will be assigned to ISS instead of D-Hall.

STUDENT BEHAVIOR ON SCHOOL TRIPS

Extracurricular activities supplement the regular instructional program and afford opportunities for a wide range of experiences, both academically and socially.

** Extracurricular activities should, when possible, take place outside the regular school day.* Students who participate in school approved trips shall be considered as in school while on the trip. (ALL school rules and policies apply) Students shall not do anything to cause Drew Central School District any embarrassment while participating in extracurricular activities.

Violation of this policy will result in disciplinary actions. The principal or designee will have discretion in administering the consequences for the student's conduct, based on the severity of the situation:

1. Penalties applied to student behavior on school trips as assessed under the authority of handbook policies and school rules already established and any that may be added to meet program responsibilities.
2. The administration will review student behavior to assess current and future participation in extracurricular activities or school-sponsored trips. When necessary, the administration will recommend to the school board the expulsion of students due to behavior violations.

RACIAL OR ETHNIC SLURS

Students who are guilty of racial slurs, ethnic obscenities, or other derogatory remarks will be disciplined. The principal or principal designee will have discretion in administering other consequences for the student's conduct, based on the severity of the situation.

CHEATING/PLAGIARISM

Any effort to give aid or receive aid during an assessment is considered cheating. Assessments may include tests, homework, lab work, skill evaluations, and other assignments.

Teachers will post their own policy regarding cheating/plagiarism in their classrooms. Penalties may include loss of credit for the test or assignment as well as other punitive actions and parents will be notified.

DAMAGE OR DESTRUCTION OF SCHOOL PROPERTY

A. A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property.
B. The school district will attempt to recover damages from the student destroying school property.
C. School discipline including Detention Hall, In-School Suspension, Out-of-School Suspension, or Expulsion may be administered as a consequence of destruction of school property. Criminal charges may also be filed.

Parents of Students may be liable for damages to school property caused by the students.

THEFT

A. A student shall not steal or attempt to steal property belonging to the school or public or private property while under jurisdiction of the school.
B. Students shall make restitution of any property stolen by them and shall be subject to other disciplinary measures.
C. School discipline including Detention Hall, In-School Suspension, Out-of-School Suspension, or Expulsion may be administered as a consequence of destruction of school property. Criminal charges may also be filed.

Parents of students may be liable for damages to school property caused by the students.

TRUANCY

Students who are on campus or come to campus must attend classes or be authorized to be excused from attending classes. If students do not attend class and have no bona fide permission to be absent from class, they will be considered truant from class. The administration will investigate all charges of truancy. Students who are adjudged to be truant following an administrative investigation will be assigned to In School Suspension. Only the principal or the dean of students has the authority to assign students to In School Suspension.

INSUBORDINATION-DISRESPECTFULNESS

A student shall comply with reasonable directions or commands of teachers, student teachers, substitute teachers, teacher aides, principals, administrative personnel, superintendent, school bus drivers, school security officers, or other authorized school personnel. Students will be considered insubordinate when they refuse to obey any rule or regulation of the school or school district or the reasonable instructions of school district personnel.

GAMBLING

A student shall not participate in any activity which may be termed gambling or wagering where the stakes are any other object or objects of value. The principal or principal designee will have discretion in administering other consequences for the student's conduct, based on the severity of the situation.

PUBLIC DISPLAYS OF AFFECTION

Sexual Misconduct: any inappropriate conduct of a sexual nature will result in appropriate and reasonable punishment to be determined by administration.

Students are to refrain from kissing, sitting in laps, intimate hugging and touching at school, or at school-sponsored activities.

FIREWORKS

A student shall not possess, handle or store firecrackers, smoke bombs, cherry bombs or any other kind of fireworks that reasonably could be a danger to himself/herself or to other students, or could be disruptive to the learning climate of the school.

ARSON

The willful and deliberate burning of, or attempting to burn, school property is prohibited. Parent(s)/Guardian(s) and the Monticello Police Department will be immediately notified, and violator(s) will be prosecuted to the fullest extent of the law. (Arkansas Code 6-18-502)

A person commits the offense of reckless burning if the person purposely starts a fire or causes an explosion, whether on his or her own property or property of another person, and thereby recklessly:

- Creates a substantial risk of death or serious physical injury to any person
- Destroys or causes substantial damage to an occupiable structure of another person
- Destroys or causes substantial damage to a vital public facility
- Reckless burning is a Class D felony (Arkansas Code 5-38-302)

Law authorities will be contacted. The school administrator will make a recommendation for punishment based on the severity of the incident. Punishment for the student will range from Out-of-School suspension to recommendation for expulsion.

FIGHTING

When students fight or incite a fight, it may be difficult to determine who is at fault. When a cooling off period is needed, both students may be immediately suspended until effort to determine fault is made. If a student is found to have not initiated the fight, he/she should not be suspended. Alternative punishment may apply with regard to actual involvement.

The consequence for fighting will be suspension up to **ten (10)** days with the possibility of expulsion at the administrator's discretion.

In keeping with Act 1243 of 1997, all felonies or other violent criminal acts committed against a teacher, school employee or student will be reported to the appropriate local law enforcement agency and school district.

COMMUNICATING A DEATH THREAT

Communicating a death threat concerning a school employee or student is a class D felony. Any student who communicates a death threat under this policy will be reported to the appropriate law enforcement agency.

Additionally, the parent or guardian will, at their expense, provide a psychological examination by a state-licensed psychological examiner to determine if the student is a threat to himself or others. The student will be suspended until the required psychological examination has been delivered to the principal.

If the psychological examination determines that the student is a threat to himself or others, the student will be assigned to the Alternative Learning Environment (ALE) or recommended for expulsion from school.

COMMUNICATING FALSE ALARMS

Any person who purposely initiates or circulates a report of a present, past or impending bombing, fire, offense, catastrophe or other emergency knowing that the report is false or baseless and could likely result in response by emergency personnel, or cause the evacuation or partial evacuation of a school building is subject to prosecution under Arkansas Law.

Students who issue false alarms as described above will be suspended for a period of not less than **five (5)** days. Repeated offenses may result in expulsion for the remainder of the current school year with loss of all academic credit.

BEHAVIOR NOT COVERED

The school district reserves the right to punish behavior which is not conducive to good order and discipline in the schools, even though such behavior is not specified in the preceding written rules.

Any instructions or announcements are enforceable after they appear in the memo one time and a student is subject to disciplinary action after the instruction or announcement appears in the memo three times.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

Students with disabilities who engage in misbehavior are subject to normal school disciplinary rules and regulations. If a student with disabilities requires particular discipline procedures, they shall be adopted for that student and included in the IEP by the IEP team. If a student with disabilities is suspended or expelled from school, an alternative educational program will be provided. The counselor of each school will be the grievance officer to review discipline of students with disabilities if requested by parents or students over the age of 18 years.

All students with disabilities will have an IEP meeting held when the student has been suspended for **five (5**) days. When a student has been suspended for **ten (10)** days, his IEP committee will meet, within **three (3)** days of the occurrence, to determine placement.

INCLEMENT WEATHER OUTSIDE POLICY

The Weather Channel application will be consulted for the temperature, the heat index, and the wind chill factor for our area. The following weather concerns are:

- if the temperature is 38° F, or above, and the wind chill factor is above freezing, the students will go outside for lunch
- if the temperature, including the heat index, is 97° F, or higher, students will remain inside during the lunch period
- the principal will determine any exception to the above policy

HOME ACCESS CENTER (HAC)

Home Access Center (HAC) is a web application which allows students and parents to view registration, class assignments, report cards, discipline, attendance, and scheduling information. A letter will be mailed home to students and parents that will include their secure login and password to access HAC records. If you need any assistance with access to HAC, please contact the Registrar.

With HAC, parents/guardians can:

- view demographic information
- view address information
- view interim progress reports and report cards for the current grading period
- view attendance information in calendar format with color-coded absence types
- view current schedule
- view class work and assignments
- view discipline infractions
- access teacher and counselor email

TITLE IX POLICY

It is the policy of the Drew Central School District not to discriminate on the basis of sex or race in the educational program, activities or employment policies as requested by Title IX of the 1972 Educational Amendments. Inquiries regarding compliance with Title IX may be directed to:

Drew Central School District
Attention: Title IX Coordinator
250 University Drive
Monticello, AR 71655
Phone: (870) 367-5369

or

Director of the Office of Civil Rights
Department. of Health, Education & Welfare
Washington, D.C.

Grievances concerning sex discrimination in the Drew Central School District shall be presented in writing to the Title IX Coordinator, at the above address. The complaint shall contain the reason for the grievance and the name of the person against whom allegations of discrimination are made. All persons involved in the complaint will be notified within **five (5)** days from the date of the complaint and action taken within **ten (10)** days to dispose of the complaint.
Any person not satisfied with the disposition of complaints may file an appeal in writing within **five (5)** days to:

Drew Central School Board
Attention: President
250 University Drive
Monticello, AR 71655

NONDISCRIMINATORY POLICY NOTIFICATION

It is the policy of the Drew Central School District to provide equal opportunities without regard to race, color, national origin, sex, age, qualified handicap or veteran in its educational programs and activities. This includes, but is not limited to, admissions, educational services, financial aid and employment. Inquiries concerning application of this policy may be referred to:

Drew Central School Board
Attention: Equity Coordinator
250 University Drive
Monticello, AR 71655
Phone: (870) 367-5369
Washington, D.C.

**Policies or dates in the student handbook may be modified as needed!*

DCHS SCHOOL CALENDAR 2024 - 2025

Date	Event
August 6-8, 2024	Teacher & Staff Professional Development Days 5-7
August 8, 2024	Open House – 5:00 – 7:00 p.m.
August 12, 2024	First Day of School for Students
September 2, 2024	Labor Day – No Students or Staff
September 6, 2024	End of 4-Week Grading Period
September 12, 2024	Parent-Teacher Conferences (Progress Reports) – 2:00-7:00 p.m., 1:30 Early Dismissal
September 13, 2024	Professional Development Day 8 (No Students)
September 23, 2024	Beta Club Induction
September 30, 2024	National Honor Society Induction
October 11, 2024	End of 1st 9 weeks; End of 1st Quarter
October 14, 2024	Columbus Day – No Students or Staff

October 17, 2024	Report Cards Issued
October 25, 2024	Homecoming
November 8, 2024	End of 4-Week Grading Period
November 14, 2024	Progress Reports Issued
November 25-29, 2024	Thanksgiving Break
December 18, 2024	Report cards issued; Awards Assembly
December 20, 2024	End of 2nd 9-Weeks; End of 2nd Quarter
December 23-31, 2024	Christmas Break
January 1-3, 2025	Christmas Break
January 6, 2025	Teacher Flex Day (No Students)
January 7, 2025	Students return
January 20, 2025	Martin Luther King Jr. Day – No Students or Staff
January 31, 2025	End of 4-Week Grading Period
February 6, 2025	Parent-Teacher Conferences (Progress Reports) – 2:00-7:00 p.m.; 1:30 Early Dismissal
February 7, 2025	Teacher Flex Day (No Students)
February 17, 2025	Presidents' Day – No Students or Staff
March 14, 2025	End of 3rd 9-Weeks; End of 3rd Quarter
March 20, 2025	Report Cards Issued
March 24-28, 2025	Spring Break
April 12, 2024	Prom
April 18, 2025	Good Friday – No Students or Staff; End of 4 Week Grading Period
April 24, 2025	Progress Reports Issued
May 15, 2025	Senior Awards Assembly at 5:30p.m.
May 16, 2024	High School Graduation at 7p.m.
May 20, 2025	Awards Assembly for Grades 9-11
May 22, 2025	Last day for students; end of 4th quarter; end of 4th 9 weeks
May 23, 2025	Professional Day #9