

**PRESCOTT
SCHOOL
DISTRICT**



**2023-2024
STUDENT HANDBOOK**

PRESCOTT SCHOOL DISTRICT

CONTACT INFORMATION

762 MARTIN STREET

PRESCOTT, AR 71857

(870) 887-3016 (PHONE NUMBER)

(870) 887-5021 (FAX NUMBER)

<http://curleywolves.org>

MR. ROBERT POOLE, SUPERINTENDENT

“STUDENTS FIRST”

SCHOOLS

Prescott Elementary School

**Grades: Pre K-4
846 Martin Street
Prescott, AR 71857
(870) 887-2514
Fax: (870) 887-3398
Mrs. Kimberly Grimes, Principal**

Prescott Jr. High School

**Grades: 5-8
762 Martin Street - Bldg. #5
Prescott, AR 71857
(870) 887-2521
Fax: (870) 887-8047
Mr. Jay Turley, Principal**

Prescott High School

**Grades: 9-12
736 Martin Street - Bldg. #2
Prescott, AR 71857
(870) 887-3123
Fax: (870) 887-3682
Mr. Tommy Poole, Principal**

DISTRICT PHILOSOPHY



MISSION OF THE PACK

THE PRESCOTT SCHOOL DISTRICT'S FUNDAMENTAL PURPOSE IS TO ENSURE HIGH LEVELS OF LEARNING FOR "ALL" STUDENTS.

VISION FOR THE PACK: In pursuit of our mission, we will build, nurture and strengthen collaborative teams with an unwavering focus on learning for all. We will assess our effectiveness based on results rather than intentions. Prescott schools and teams will seek timely, relevant evidence and information and use it to promote continuous improvement.

GOALS:

1. Students will be taught at the appropriate level for mastery as indicated by:
 - Grades
 - NRT
 - CRT
2. Students will develop skills that enhance their uniqueness and talents through participation in:
 - Fine Arts
 - Extra-curricular activities
 - College courses
 - State and national scholarships
3. The needs of all students will be met through:
 - Character Education
 - Discipline referrals
 - ESL
 - G/T enrichment
 - Attendance
 - Special Talents
 - Leadership
 - At-risk programs
 - Parent Center

FOREWORD

These policies are being issued for the purpose of providing the Prescott 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 Prescott School Board.

It shall be the policy of the Prescott 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 Prescott School District a better school.

CHANGE OF ADDRESS AND PHONE NUMBERS

It is extremely important that the schools of Prescott School District have **CORRECT** and active telephone numbers and addresses of parents/guardians on file in the school office 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.

SAMPLE LETTER

Prescott School District

2023-2024

District Student Policies and Student Handbook

It shall be the policy of the Prescott School District that the most recently approved version of the Student Handbook be incorporated 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 18 years of age or older have acknowledged receipt of the controlling language.

Prescott Public Schools has the responsibility to inform students of their rights and responsibilities; likewise, the student has the responsibility to know and abide by the rules and regulations of the school and the district. It is necessary for parents to familiarize themselves with school regulations, laws, procedures, and policies to eliminate misunderstandings and join in the effort to maintain a quality educational program.

This year the district is posting an electronic version of the student policies & handbook on the website, *www.curleywolves.org*. Parents may elect to use the electronic version or request a printed copy of the handbook. Please mark which version you want, sign, and date. You will need to return this completed form to your child's school.

PLEASE CHECK either Option 1 or Option 2:

OPTION 1:

_____ I will use the electronic version of the district student policies & handbook.

OPTION 2:

_____ I request a printed copy of the district student policies & handbook.

NOTICE FOR SCHOOL HANDBOOK SECTION CHANGES:

_____ I have received a printed copy of the changes for my child/children's

school section of the handbook.

Parent/Guardian's Signature

Student's signature

Date

Parent/Legal Guardian Media Recording Release for Students

1, _____ Parent/Legal Guardian of

_____ (student's name), hereby grant permission to the

Arkansas Department of Education (ADE) to use the above-named student's photo, video, and likeness for promotional purposes by the ADE in all manners, including, but not limited to: news releases, photographs, video, audio, website, and other electronic or printed published media. I agree that these images and/or voice recordings may be used for a variety of purposes without further notifying me. I understand the ADE shall not use any of the student's personally identifying information, except for the student's first name, the school that he/she attends, and the student's grade, without first obtaining my express permission. The ADE has my permission for this use until I submit written revocation of my permission to the ADE Communications Office at Four Capitol Mall, Room 404-A, Little Rock, AR 72201, ADE.Communications@Arkansas.gov, or you may call 501-682-2155. I understand the ADE does not have control over a third party who retrieves my student's information published by the ADE and uses it without my permission. I agree to hold the ADE harmless for such misuse of my student's information.

Parent/Legal Guardian Name

Parent/Legal Guardian Signature

Date

**PRESCOTT SCHOOL DISTRICT
2023-2024
TRADITIONAL SCHOOL CALENDAR
FIRST SEMESTER**

Student Beginning Date	August 14, 2023
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End of 1st Nine Weeks	October 12, 2023
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End of 2nd Nine Weeks/End of Semester	January 12, 2024
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HOLIDAYS

Labor Day	September 04, 2023
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Thanksgiving	November 20– 24, 2023
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Christmas	December 18, 2023 – January 05, 2024
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SECOND SEMESTER

Begins	January 16, 2024
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End of 3rd Nine Weeks	March 14, 2024
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End of 4th Nine Weeks/End of Semester/Last Day of School	May 30, 2024
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HOLIDAYS

Martin Luther King, Jr.	January 15, 2024
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President's Day	February 19, 2024
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Spring Break	March 18– March 22, 2024
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Memorial Day	May 27, 2024
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MAKEUP DAYS

May 31, June 3, June 4, June 5 and June 6, 2024

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4.1—RESIDENCE REQUIREMENTS

Definitions

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

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

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

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

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

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

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

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District's schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance; however, a student previously enrolled in the district whose parents move the student into another district or who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

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

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

Cross References: Policy 4.40—HOMELESS STUDENTS

Policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN

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: February 24, 2004

Last Revised: July 19, 2005; July 17, 2008; July 21, 2009; July 19, 2011; July 23, 2013; July 25, 2017

 July 23, 2019; June 22, 2021; July 17, 2023

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.

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.

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

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

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

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

The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or his/her parent or legal guardian presenting for enrollment.

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - 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.
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" means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

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

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

An eligible child as defined in this policy shall:

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

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

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

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

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

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

Cross References: 4.1—RESIDENCE REQUIREMENTS
 4.4—STUDENT TRANSFERS
 4.5—SCHOOL CHOICE
 4.6—HOME SCHOOLING
 4.34—COMMUNICABLE DISEASES AND PARASITES
 4.40—HOMELESS STUDENTS
 4.52—STUDENTS WHO ARE FOSTER CHILDREN
 4.57—IMMUNIZATIONS

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. § 6-18-234
 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: February 24, 2004

Last Revised July 19, 2005; July 17, 2008; July 21, 2009; May 25, 2010; April 29, 2011

July 19, 2011; July 24, 2012; July 23, 2013; August 26, 2014; June 16, 2015

July 25, 2017; July 23, 2019; August 17, 2020; June 22, 2021; July 17, 2023

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

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

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

Legal References: A.C.A. § 6-18-201

A.C.A. § 6-18-207

Date Adopted: February 24, 2004

Last Revised July 21, 2009, May 25, 2010; April 29, 2011; July 23, 2019; June 22, 2021

4.4—STUDENT TRANSFERS

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

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

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

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

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

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

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

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

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

Except as otherwise required or permitted by law, the responsibility for transportation of any nonresident student admitted to a school in this District shall be borne by the student or the student's parents.

The District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

Cross Reference: 4.6—HOME SCHOOLING

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

Date Adopted: February 24, 2004

Last Revised: July 17, 2007 July 25, 2017

July 19, 2011 July 23, 2019

June 16, 2015 July 26, 2016

June 15, 2023

4.5—SCHOOL CHOICE

Standard School Choice

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE). As a result of the desegregation order/desegregation plan¹, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption.

The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.

Definition

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

Transfers into the District

Capacity Determination and Public Pronouncement

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

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for

participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to this District and the student's resident district. Except for students 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.

The 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 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 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 the student if the student is over eighteen (18) years of age has submitted an application of the student’s request to transfer by no earlier than January 1 and no later than May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.

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

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

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

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

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

Transfers out of, or within, the District

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

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:

- Uniformed service member in full-time active-duty status;
- Surviving spouse of a uniformed service member;
- Reserve component uniformed service member during the period six (6) months before until six (6) months after a Title 10, Title 32, or state active duty mobilization and service; or

- Uniformed service veteran who is returning to civilian status at the conclusion of the uniformed service veteran's active duty status.

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

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

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

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

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

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

Unsafe School Choice Program

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

Legal References: A.C.A. § 6-1-106
 A.C.A. § 6-13-113
 A.C.A. § 6-15-2915

A.C.A. § 6-18-227

A.C.A. § 6-18-233

A.C.A. § 6-18-320

A.C.A. § 6-18-510

A.C.A. § 6-18-1901 et seq.

A.C.A. § 6-21-812

DESE Rules Governing Public School Choice

Date Adopted: June 16, 2015

Last Revised: July 25, 2017; May 22, 2018; July 23, 2019; August 17, 2020; June 22, 2021
April 12, 2022; July 17, 2023

4.6—HOME SCHOOLING

Enrollment in Home School

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

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

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

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

The notice shall include:

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

- g. A signature of the parent or legal guardian.

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

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

- 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.

Legal References: A.C.A. § 6-15-503

A.C.A. § 6-15-504

A.C.A. § 6-41-103

DESE Rules Governing Home Schools

Date Adopted: July 25, 2017

Last Revised: August 17, 2020

June 22, 2021

4.7—ABSENCES

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

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

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

Excused Absences

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

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
 - Labor, delivery, and recovery;
 - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
 - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
 - A legal appointment related to pregnancy or parenting, including without limitation:

- Adoption;
 - Custody; and
 - Visitation;
- A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
 - At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.

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

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

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

- a. Bring a written statement to the principal or designee upon the student's return to school from the student's parent, legal guardian, or treating physician stating the reason for the student's absence;
- b. If the student is attending the District's courses digitally, upload a written statement from the student's parent, legal guardian, or treating physician stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee; or
- c. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program.

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

Unexcused Absences

When a student has 10 unexcused absences from a class, that student will be denied credit from that class. Only a doctor's note, court, school business, or unusual circumstance will be accepted as an excused absence. We will accept 4 parent notes as an excused absence per semester. After the 5th unexcused absence there will be a meeting with student and parent to discuss the situation and consequences of missing the next 5. After a student has missed 10 unexcused absences then a letter will be sent home to parent notifying that a FINS has been filed. This is per semester. Absences will start over each semester.

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

signed by the student; the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the school or district administrator or designee.

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

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

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

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

Legal References: A.C.A. § 6-4-302; A.C.A. § 6-18-209; A.C.A. § 6-18-213; A.C.A. § 6-18-220

 A.C.A. § 6-18-222; A.C.A. § 6-18-229; A.C.A. § 6-18-231; A.C.A. § 6-18-234

 A.C.A. § 6-18-235; A.C.A. § 6-18-507(g) ; A.C.A. § 6-18-702; A.C.A. § 6-28-114

 A.C.A. § 7-4-116; A.C.A. § 9-28-113(f); A.C.A. § 27-16-701

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

Date Adopted: July 19, 2021

Last Revised: July 24, 2012

November 27, 2012

July 23, 2013

June 16, 2015

July 26, 2016

July 23, 2019

June 22, 2021

July 19, 2022

July 17, 2023

(SEE CAMPUS SECTIONS ON EXTRA CURRICULAR ACTIVITIES)

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

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

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

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

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

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

Cross References: 4.7—ABSENCES

 4.30—SUSPENSION FROM SCHOOL

 4.31—EXPULSION

 4.57—IMMUNIZATIONS

Legal References: A.C.A. § 6-16-1406

A.C.A. § 6-18-234

A.C.A. § 6-18-502

DESE Rules Governing Student Discipline and School Safety

Date Adopted: February 24, 2004

Last Revised: July 19, 2011

July 24, 2012

June 16, 2015

August 17, 2020

July 17, 2023

4.9—TARDIES

Promptness is an important character trait that District staff is to encourage 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.

Date Adopted: February 24, 2004 Last Revised:
SEE CAMPUS SECTION FOR CONSEQUENCES

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.

Emergency Student Check-Out Procedure

For Prescott School District K-8 students:

Students who are in grades K-8 will be required to have a parent/guardian or designated person sign the student out in the school office or designated area. No student will be allowed to leave with anyone other than the parent/guardian unless the person's name is listed on the school check-out form.

A child **WILL NOT** be released to anyone who is not on the school check-out form.

Changes to the school check-out form must be made in person. The office will not accept changes over the phone.

Date Adopted: February 24, 2004

Last Revised: July 24, 2012

4.11—EQUAL EDUCATIONAL OPPORTUNITY

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

Inquiries on non-discrimination may be directed to Equity Coordinator, who may be reached at:

Prescott SD District Office

762 Martin Street Prescott, AR 71857

Phone number: 870-887-3016

Email: equity_coordinator@prescottschool.net.

Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided 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 harassment.

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

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

Date Adopted: February 24, 2004

Last Revised: June 16, 2015; July 26, 2016; July 25, 2017; May 22, 2018; August 17, 2020; April 15, 2021; April 12, 2022

October 23, 2023

4.12—STUDENT ORGANIZATIONS/EQUAL ACCESS

Non-curriculum-related secondary school 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.

Legal References: A.C.A. § 6-5-201 et seq.
A.C.A. § 6-10-130
A.C.A. § 6-18-601 et seq.
A.C.A. § 6-21-201 et seq.
20 U.S.C. 4071 Equal Access Act
Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990)

Date Adopted: February 24, 2004

Last Revised: May 25, 2010
July 19, 2011

June 16, 2015
July 26, 2016
July 25, 2017

(SEE CAMPUS SECTIONS FOR ADDITIONAL INFORMATION)

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) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment 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.

employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extrac

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

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

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

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

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

publications such as annual yearbooks and graduation announcements. “Directory information “ includes, but is not limited to, a student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, is/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.

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.

Cross References: Policy 4.34—Communicable Diseases and Parasites

Policy 5.20—District Web Site

Policy 5.20.1—Web Site Privacy Policy

Policy 5.20F1—Permission to Display Photo of Student on Web Site

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: February 24, 2004

Last Revised: August 08, 2006

July 21, 2009

July 24, 2012

June 16, 2015

July 26, 2016

July 23, 2019

August 17, 2020

April 15, 2021

July 17, 2023

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 Prescott 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 18 or older)

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

Date Adopted: February 24, 2004

Last Revised: August 08, 2006, July 19, 2011

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:

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

Student Media on School Web Pages

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

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

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

A student or group of students who distribute ten (10) or fewer copies of the same non-school-sponsored literature, publications, or materials shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school-sponsored materials shall have school authorities review their non-school-sponsored materials at least three (3)

school days in advance of their desired time of dissemination. School authorities shall review the non-school-sponsored materials, prior to their distribution and will bar from distribution those non-school-sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

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

Students shall be responsible for the removal of excess literature that is left at the distribution point.

Cross References: 1.9—POLICY Formulation

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

4.43—BULLYING

Legal References: A.C.A. § 6-18-514; A.C.A. § 6-18-1201 et seq.

Tinker v. Des Moines ISD, 393 U.S. 503 (1969)

Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986)

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Date Adopted: February 24, 2004

Last Revised: July 17, 2007

July 17, 2008

July 23, 2019

August 17, 2020

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.

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

Date Adopted: February 24, 2004

Last Revised: August 08, 2006
 July 19, 2011
 June 16, 2015
 July 26, 2016
 July 25, 2017
 July 23, 2019
 August 17, 2020

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.

Cross References: For adult visits see Policy 4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL and Policy 6.5—VISITORS TO THE SCHOOLS

Date Adopted: February 24, 2004

Last Revised: August 8, 2006

4.17—STUDENT DISCIPLINE

The Prescott 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 Prescott 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.

Cross References: 1.9—POLICY FORMULATION

4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Legal References: A.C.A. § 6-17-113

A.C.A. § 6-18-502

A.C.A. § 6-18-514

A.C.A. § 6-18-2401 et seq.

DESE Rules Governing Student Discipline and School Safety

Date Adopted: February 24, 2004

Last Revised: July 24, 2012; July 23, 2013; July 23, 2019; August 17, 2020; June 22, 2021; April 12, 2022

(SEE CAMPUS SECTIONS FOR DISCIPLINARY MEASURES FOR MISCONDUCT)

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.

Cross References: Prohibited Conduct #2— Policy # 4.20

Prohibited Conduct #3— Policy # 4.21, 4.26

Prohibited Conduct #4— Policy # 4.22

Prohibited Conduct #5— Policy # 4.23

Prohibited Conduct #7—Policy 4.47

Prohibited Conduct #8— Policy # 4.24

Prohibited Conduct # 13— Policy # 4.25
Prohibited Conduct # 14— Policy # 4.21
Prohibited Conduct # 15— Policy # 4.7
Prohibited Conduct # 16 — Policy # 4.9
Prohibited Conduct # 17— Policy # 4.43
Prohibited Conduct # 20— Policy # 4.26
Prohibited Conduct # 21—Policy # 4.27
Prohibited Conduct # 22— Policy # 4.43
Prohibited Conduct # 23— Policy # 4.47

Legal References: A.C.A. § 6-5-201
A.C.A. § 6-15-1005 A.C.A. § 6-18-222
A.C.A. § 6-18-502 A.C.A. § 6-18-514
A.C.A. § 6-18-707 A.C.A. § 6-21-609
A.C.A. § 27-51-1602 A.C.A. § 27-51-1603
A.C.A. § 27-51-1609

DESE Rules Governing Student Discipline and School Safety

Date Adopted: February 24, 2004

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July 21, 2009

May 25, 2010

July 24, 2012

June 16, 2015

August 17, 2020

July 23, 2019

SEE CAMPUS SECTIONS FOR DISCIPLINARY MEASURES

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.

Legal References:

A.C.A. § 5-60-122

A.C.A. § 6-19-119 (b)

Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.0

Date Adopted: February 24, 2004

Last Revised: August 08, 2006
July 23, 2019

4.19.D

Prescott School District Transportation Department Regulations and Procedures

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

The Prescott School District offers the **PRIVELEGE** of school bus transportation to and from school as a courtesy service for eligible students in the district. This **PRIVELEGE** 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 aisle 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 such as videogame consoles, MP3 players, cell phones, etc. must be used with headphones with only one (1) ear piece at all times. If they cause a distraction for the driver in any way they will 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. Light emitting devices (i.e. flashlights, lasers, etc.)
3. Animals or pets of any kind
4. Skateboards, scooters, bicycles, etc.
5. Glass containers
6. Alcoholic beverages, drugs, or chemicals
7. Weapons, explosive devices, or aerosol containers
8. Aerosol products, perfume, and cologne
9. Food or drink (except water in a bottle)*
10. 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 an Alternate Transportation 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 three (3) consecutive days, that stop may be discontinued. If your student hasn't ridden for a while, please call the Transportation Department at (870)887-7802 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:

1. Remain as calm as possible.
2. Follow the driver's instructions.
3. No student or employee may leave the scene of an accident unless released by emergency or Transportation Department personnel after the investigation is complete.
4. 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.

Electronic Devices: Students may use their own personal electronic and telecommunication devices, while on the bus, with headphones and one (1) ear plug. Students are discouraged from sharing their devices with other students. Cell phones are not allowed to be out on the school bus. The bus driver may terminate this privilege if the use of these devices becomes disruptive to the bus ride.

Assigned Seating: The Prescott 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 assigned 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 Office at (870)887-7802 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 Prescott 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 Prescott 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.

Bus Probation: Violation of transportation policies, rules, or standards of conduct committed while on the school bus may be grounds for placing a student on probationary status for an indefinite period of time. Violations while on probation will be grounds for suspension of bus riding privileges and other sanctions as necessary.

Bus Suspension: Violation of transportation policies, rules or standards of conduct committed while on the school bus may be grounds for the suspension of bus riding privileges to and from school or any other scheduled event. However, the consequences for such violations are not limited to the suspension of bus riding privileges. A suspension of bus riding privileges means that the parent is responsible for the transportation of the student to and from school. If a student does not attend school while they are suspended from the school bus the absence may be unexcused. All bus riding suspensions are calculated to school days and do not include holidays, school closures or weekends. No student may return to riding a school bus until all days of the bus riding suspension have been completed.

Bus Expulsion: Repeated violations, or a single serious violation, of transportation policies, rules or standards of conduct committed while on the school bus may be grounds for the revocation of a student's bus riding privileges for a period of time up to the remainder of the school year, the intervening summer school, and the following school year. However, the consequences for such violations are not limited to revocation of bus riding privileges.

Consequences: Transportation is a privilege. That privilege is contingent upon the student following the policies, rules and standards of conduct. Students being transported by Prescott School District shall comply with the Prescott School District Handbook and the Prescott 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:

Violations of the following rules may necessitate an immediate suspension of transportation privileges as well as campus disciplinary actions made in accordance with the student code of conduct:

1. Using or possessing alcohol, tobacco, or drugs.
2. Deliberately disregarding the safety of the other passengers or the driver.
3. Destruction of property (i.e. vandalizing the bus)
4. Possessing firearms, knives, clubs, or other dangerous objects.
5. Verbal or physical harassment of driver and/or other passenger(s).
6. Verbal or physical threat of driver and/or other passenger(s).
7. Racial or ethnic slurs.
8. Fighting on the bus.
9. Activities relating to gangs, secret societies, or fraternities.

You have the right to request a conference regarding the decision taken towards your child's misconduct and the consequence applied. In order to schedule this conference, you must contact the Transportation Director at (870)887-7802 within 24 hours of receipt of the Bus Conduct Report.

BUS SAFETY PARTNERSHIP DISCIPLINE PLAN

1st Offense – Driver will give student verbal warning and continue to monitor student for compliance. Driver will record date of verbal warning.

2nd Offense – Discipline Referral submitted. Recommended action: Student placed on probation and reassigned to the front of the bus for one week. Driver will contact the parent or guardian to ensure Bus Referral was received.

3rd Offense – Discipline Referral submitted. Recommended action: Grades K-6, one (1) day bus suspension to be issued at the administrator's discretion. Grades 7-12, three (3) day suspension and a conference with administrator, driver, student and parent will be required before student may return to bus. Upon student's return to the bus they will be placed on probation and assigned to the front of the bus for two weeks.

4th Offense – Discipline Referral submitted. Recommended action: Grades K-6, Conference with student, driver, parent, and administrator. A three (3) day bus suspension to be issued at administrator’s discretion. Grades 7-12, ten (10) day bus suspension and a final conference with administrator, driver, student and parent. Upon return to the bus the student will be placed on probation and reassigned to the front of the bus for the remainder of the school year.

5th Offense – Referral submitted. Recommended action: Grades K-6, five (5) day bus suspension and up to a maximum suspension for the remainder of the school year at the administrator’s discretion. Grades 7-12 twenty (20) day bus suspension and up to a maximum suspension of the remainder of the school year.

Notes:

- 1. Any recurring violation during probationary period will result in immediate suspension from the bus for the remainder of the probationary period.**
- 2. If probation is breached at any offense level a conference must be held with the student, parent or guardian, bus driver and administrator before student may return to riding the bus.**
- 3. Parents will be responsible for all transportation of their student to and from school.**
- 4. Bus suspensions apply to all transportation services**

Date Adopted: July 25, 2017

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.

Legal References: A.C.A. § 6-18-511
DESE Rules Governing Student Discipline and School Safety
Date Adopted: February 24, 2004
Last Revised: August 17, 2020

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.

Legal Reference: A.C.A. § 6-17-106 (a)

DESE Rules Governing Student Discipline and School Safety

Date Adopted: February 24, 2004

Last Revised: July 23, 2019

August 17, 2020

(SEE CAMPUS SECTION FOR 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;
- Nunchucks;
- Pepper spray, mace, or other noxious spray;
- Explosive;
- Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or
- Any other instrument or substance capable of causing bodily harm.

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

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

If a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her vehicle on school grounds, and

the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

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

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

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

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

Cross Reference: Policy 4.31—EXPULSION

Legal References:

A.C.A. § 5-4-201

A.C.A. § 5-4-401

A.C.A. § 5-27-210

A.C.A. § 5-73-119(b)(e)(8)(9)(10)

A.C.A. § 5-73-133

A.C.A. § 6-18-502

A.C.A. § 6-18-507

A.C.A. § 6-21-608

DESE Rules Governing Student Discipline and School Safety

20 USC § 7961

Date Adopted: February 24, 2004

Last Revised July 19, 2005

May 25, 2010

July 23, 2013

June 16, 2015

July 26, 2016

July 23, 2019

June 16, 2015

July 26, 2016

August 17, 2020

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.

Legal Reference: A.C.A. § 6-21-609

Date Adopted: February 24, 2004

Last Revised: April 29, 2011

July 23, 2013

August 17, 2020

February 23, 2023

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.

Students using or in possession of these products will be subject to the following disciplinary measures:

Second Chance Program - If Student Qualifies

Recommendation For Expulsion

Date Adopted by Prescott SD Board of Directors: February 23, 2023

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 Prescott 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.

Cross Reference: 4.35—STUDENT MEDICATIONS

Legal References: A.C.A. § 6-18-502

DESE Rules Governing Student Discipline and School Safety

Date Adopted: February 24, 2004

Last Revised: July 24, 2012; July 23, 2019; August 17, 2020; February 23, 2023

Disciplinary Measures

DRUGS, VAPE/VAPE PENS AND ALCOHOL

The use or possession of drugs, vape/vape pens and alcohol or 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 school buses is prohibited. Therefore a student who violates this policy will be subject to the following disciplinary measures:

Second Chance Program - If Student Qualifies

Recommendation for Expulsion

Date Adopted by Prescott SD Board of Directors: February 23, 2023

DRUG TESTING/CHEMICAL ABUSE POLICY 4.24.1 - D

The Prescott School District recognizes that chemical abuse or misuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes, and the total development of each individual. Chemical abuse or misuse includes, but is not limited to, the use of illegal drugs, alcohol, and the abuse or misuse of legal drugs and medications.

Purpose of a Chemical Abuse Policy:

1. To allow the student participants involved in extracurricular activities representing Prescott schools to know that we are concerned about their total well being. We are not interested in prosecuting the students; instead, we are interested in helping the student who has a problem.
2. To emphasize concerns for the health of students in areas of safety while participating in activities and the long-term physical and emotional effects of chemical use on their health.
3. To confirm and support state laws that restrain the use of such mood-altering chemicals.
4. To assist students representing Prescott Schools in extracurricular activities who are abusing or misusing chemical substances.
5. To assist students representing Prescott Schools in extracurricular activities who desire to resist peer pressure that directs them toward the abuse or misuse of chemical substances.
6. To establish a standard of conduct for students representing Prescott Schools in extracurricular activities who are considered leaders and standard bearers among their peers.
7. To work with the parents to assist in keeping their children free from mood-altering chemicals.
8. To assist students who should be referred for assistance or evaluation regarding their use of mood-altering chemicals.
9. To deter chemical abuse or misuse by students in extracurricular activities through the use of random drug testing.

Extracurricular activities are defined as those areas of instruction or student activity not falling within the scope of what would be considered the “regular” or “core” curriculum. These areas include (but are not limited to) the following: sports/athletics, band, choir, clubs/organizations, quiz bowl, etc.

Scope

The reasonable suspicion provisions of this Policy apply to all students representing Prescott Schools in the grades 7-12. The testing provisions of the Policy apply to all students representing Prescott Schools. Prescott School representatives include all students who represent Prescott Schools during or after the school day. These representatives must obtain a consent form from their custodial parent/legal guardian as a condition of

participation.

General Provisions

Illegal Drugs-Illegal drugs are defined as drugs, or the synthetic or generic equivalent or derivative of drugs, which are illegal under federal, state or local laws including, but not limited to, marijuana, heroin, hashish, cocaine, hallucinogens, depressants, and stimulants not prescribed for any other drug-like substance, the use, possession or sale of which is unlawful. Illegal drugs include steroids and its derivatives or related substances, which are not used in a manner prescribed for the student by a physician.

Alcohol- is defined as ethyl alcohol or any beverage containing ethyl alcohol.

Prescribed Medications-Prescribed medication is defined as any drug or medication prescribed by a physician for uses authorized by the physician.

Reasonable Suspicion Provisions

General

The use or possession of illegal drugs or alcohol by a student on property under the control of the District or prior to entering property controlled by the District or at a District-sponsored event where the illegal drug or alcohol has the possibility of impairing the student is a violation of the student handbook rules.

- A student in possession, purchasing or buying, or under the influence of a chemical substance will be dealt with according to the management for student discipline section of the student handbook.
- “Under the influence of a chemical substance” is defined as being controlled by or affected by a chemical substance, which causes a student to be visually exhibiting physical manifestations, abnormal physical behavior, diminished motor skills, etc. Elevated blood pressure, erratic heart rate, slow pupil reaction, etc., may be evaluated by a licensed medical professional.

Reasonable Suspicion

Defined as a reasonable determination by an administrator or other District employee that a student has used, possessed, or sold illegal drugs on District property or has used illegal drugs off a District property but is on District property or at a District-sponsored event while under the influence of the illegal drugs; or that a student has used or possessed alcohol off District property but is on District property or at a District-sponsored event while under the influence of alcohol; or that a student is abusing or misusing prescription medications on District property; or has misused a prescription medication off District property but is on District property or at a District-sponsored event while under the influence of the prescribed medication. Examples of reasonable suspicion include, but are not limited to:

- Eyewitness evidence by a District official, administrator, or employee; Eyewitness evidence of another person plus additional evidence;

- Individualized suspicion by an employee of the District, which is based upon a reasonable determination and/or reasonably reliable evidence.
- Under the influence of a chemical substance is defined as being controlled by or affected by a chemical substance, which causes a student to exhibit physical manifestations, abnormal physical behavior, diminished motor skills, etc. Elevated blood pressure, erratic heart rate, slow pupil reaction, etc. may be evaluated by a licensed medical professional.
- “In the possession of a chemical substance” is defined as having any chemical substance on or about your person or personal property.

Drug Testing

The use or possession of illegal drugs during school activities or prior to school activities where the illegal drug has the possibility of impairing the participant is a violation of this policy.

- Any student undergoing medical treatment prescribed by a physician that includes the use of any drug or medication capable of affecting the student’s mental or physical capabilities must notify the appropriate coach/sponsor or administrator.
- A student’s failure to notify the appropriate coach/sponsor or administrator that the student is undergoing medical treatment, which includes the use of any drug or medication capable of affecting the student’s mental and physical abilities, is a violation of this policy. The penalty for this violation shall be the same as an initial positive test result under the testing provisions.

Procedure

- Type of Testing-Urinalysis is the method utilized to test for the presence of chemicals in the body.
- Refusal to Submit to Drug Testing- Any participant who refuses to submit to a drug test or participates in the falsification of a submitted specimen shall not be allowed to participate in any school activity for one (1) calendar year.
- Use of Positive Tests-Upon receipt of a positive test result, a student may request a retest at his/her expense. The student must request the retest within 24 hours of the receipt of the positive result. The retest must be performed from the original sample by another SAMHSA certified laboratory. If the results are confirmed as positive, the five day suspension will start.

If the result of the laboratory retest is positive, the student shall be considered to have had a positive result. IF THE LABORATORY TEST IS NEGATIVE FOR THE SUSPECTED SUBSTANCE OR SUBSTANCES, THE STUDENT SHALL BE CONSIDERED TO HAVE HAD A NEGATIVE RESULT.

1. The Superintendent or his/her designee shall notify the student and the student’s custodial parents/legal guardians.

2. The Superintendent or his/her designee shall schedule a conference with the student's custodial parents/legal guardians to explain the results.
3. The student must get a drug and alcohol assessment by a Certified Drug and Alcohol Counselor. The assessment will involve an interview with the student and the parents. During the interview the counselor will look at history of chemical use as well as other signs and symptoms to determine the next step.
4. The student will be placed on suspension for five school days. The word suspension means that a student is not allowed to represent the school in public competition or performances, travel with the activity group, or to accompany the activity group in any fashion at a public event.
5. This policy is for all students representing Prescott Schools entering into grade 7 through grade 12.

Analysis of Urine Specimens

- All testing of urine specimen will be done in compliance with applicable current federal guidelines as written by the Substance Abuse and Mental Health Services Administration of the Department of Health Services. All testing will be administered using a Rapid 5 panel drug screen (COC/AMP/THC/OPI/PCP) and any initial "non negative" specimens will be sent to MedTox Laboratories, Inc. for a MRO review with the student and their Parent/Guardian.
- All test results from the laboratory shall be communicated to the Superintendent or his/her designee. To insure proper testing procedures, United States Department of Health and Human Services Standards as defined by NIDA (National Institute on Drug Abuse) certified laboratories will be followed. All Chemical Screening Tests shall be performed by a medical laboratory that is designated by the district.
- Consent-All students who desire to participate in activities will be required to sign a form consenting to the testing. The form must be co-signed by the student's custodial parent/legal guardian. No student shall be allowed to participate in any activity until both student and custodial parent/legal guardian have signed the consent form and returned to the principal's office.
- Cost of Chemical Testing - Any second test or test requested by the parent will be at the parent's own expense.

Date Adopted: November 15, 2016

Last Revised: August 28, 2018

July 19, 2022

4.24.2 -D

DRUG DOG

It is the desire of the Prescott 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 Prescott 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 Prescott School District Police Dept. will arrest the person. The person will be punished according to school policy.

Date Adopted: January 26, 2023

4.25—STUDENT DRESS AND GROOMING

The Prescott 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.

Legal References: A.C.A. § 6-10-137
 A.C.A. § 6-18-502(c)(1)
 A.C.A. § 6-18-503(c)

Date Adopted: February 24, 2004

Last Revised: July 19, 2011; July 17, 2023

4.26—GANGS AND GANG ACTIVITY

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

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

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

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion.

Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds.

Legal References:

A.C.A. § 5-74-201 et seq.

A.C.A. § 6-15-1005(b)(2)

Date Adopted: February 24, 2004

Last Revised: May 25, 2010

April 29, 2011

July 23, 2019

4.27—STUDENT SEXUAL HARASSMENT

The Prescott School District is committed to providing an academic environment that treats all students with respect and dignity. Student achievement is best attained in an atmosphere of equal educational opportunity that is free of discrimination. Sexual harassment is a form of discrimination that undermines the integrity of the educational environment and will not be tolerated.

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual 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 harassment;
- The District's written procedures governing the formal complaint grievance process;
- The process for submitting a formal complaint of sexual harassment;
- That the district does not tolerate sexual harassment;
- That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

Definitions

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual 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 sexual 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 sexual harassment.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:
 - a. Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct; or

- b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;

2. The conduct is:

- a. Unwelcome; and
- b. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; 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 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 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 harassment is prohibited between any of the following: students; employees and students; and non-employees and students.

Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances and may occur regardless of the sex(es) of the individuals involved. Depending upon such circumstances, examples of sexual harassment include, but are not limited to:

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students or employees as to sexual activity or performance;

- Circulating or showing e-mails or Web sites of a sexual nature;
- 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 harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual 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 harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual 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.

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.

Formal Complaint

A formal complaint may be filed with the Title IX Coordinator in person, 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 harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:

The identities of the parties involved in the incident, if known;
The conduct allegedly constituting sexual 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;
- 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 to the complaint of sexual 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 harassment where the allegations of sexual 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)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) 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
- Provide an explanation to the party proposing the questions 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) days following the completion of the investigation period, the decision-maker, 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 sexual 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 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 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 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 respondent is no longer 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.

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 District may hire an individual or individuals to conduct the investigation or to act as the determination-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-maker⁵ 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 sexual 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 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 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 sexual 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 sexual harassment, testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sexual 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 harassment, arise out of the same facts or circumstances as a report or formal complaint of sex discrimination, 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 to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not⁷ have engaged in sexual 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 sexual 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 sexual harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Records

The District will adequately and accurately document and preserve all complaints of sexual harassment, and the District's responses to and investigations of complaints of sex discrimination, including any written documentation sent to or received in relation to the complaint, interview notes, witness statements, and any relevant correspondence. The District will ensure that it will properly maintain and secure all records of sexual harassment complaints with the superintendent and/or the District's Title IX and Equity Coordinator. The District will maintain a global list of names of any individual involved in any investigation under this policy. Files will be maintained for no less than seven (7) years. All complaints processed under this policy will follow this record-keeping procedure.

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

- Each sexual 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 sexual 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.

Cross References: 3.26—LICENSED PERSONNEL SEXUAL HARASSMENT
 4.11—EQUAL EDUCATIONAL OPPORTUNITY
 5.20—DISTRICT WEBSITE
 7.15—RECORD RETENTION AND DESTRUCTION
 8.20—CLASSIFIED PERSONNEL SEXUAL 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: August 17, 2020 Last Revised: September 24, 2020; April 12, 2022

Sexual Harassment Reporting Procedure

Upon receipt of a report of sexual harassment, the building principal or guidance counselor or other 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 other 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.

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.

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.

Legal References: A.C.A. § 6-18-512

DESE Rules Governing Student Discipline and School Safety

Date Adopted: February 24, 2004

Last Revised: July 23, 2019; August 17, 2020

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.

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

Date Adopted: August 26, 2014

Last Revised: July 23, 2019

4.29F—STUDENT ELECTRONIC DEVICE and INTERNET USE AGREEMENT

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

School _____ Date _____

The Prescott 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:

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

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

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

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

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

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

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

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

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

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

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

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.

Cross Reference: 4.7—ABSENCES

Legal References: A.C.A. § 6-18-507

DESE Rules Governing Student Discipline and School Safety

Goss v Lopez, 419 U.S. 565 (1975)

Date Adopted: February 24, 2004

Last Revised: July 17, 2007; July 24, 2012; July 26, 2016; July 25, 2017; July 23, 2019; August 17, 2020

4.31—EXPULSION

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

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

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

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

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

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

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

During the hearing, the Superintendent, or designee, or representative will present evidence, including the calling of witnesses, who gave rise to the recommendation of expulsion. The student, or his/her representative, may then present evidence including statements from persons with personal knowledge of the events or circumstances relevant to the charges against the student. Formal cross-examination will not be permitted; however, any member

of the Board, the Superintendent, or designee, the student, or his/her representative may question anyone making a statement and/or the student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.

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

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

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

Cross Reference: Policy 4.22—WEAPONS AND DANGEROUS INSTRUMENTS

Legal References: A.C.A. § 6-18-502

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

Date Adopted: February 24, 2004

Last Revised: July 17, 2008

July 21, 2009

July 25, 2017

July 23, 2019

August 17, 2020

July 17, 2023

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.

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

Date Adopted: February 24, 2004

Last Revised: August 08, 2006

July 19, 2011

June 16, 2015

July 23, 2019

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.

Date Adopted: February 24, 2004

Last Revised: July 17, 2008

July 24 2012

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.

Cross References:

4.2—ENTRANCE REQUIREMENTS

4.7—ABSENCES

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

4.57—IMMUNIZATIONS

Legal References: A.C.A. § 6-18-702

Arkansas State Board of Health Rules Pertaining To Immunization Requirements
Division of Elementary and Secondary Education Rules Governing Kindergarten Through 12th
Grade Immunization Requirements

Date Adopted: February 24, 2004

Last Revised: July 24, 2012

July 23, 2013

February 24, 2015

July 26, 2016

July 23, 2019

4.35 - STUDENT MEDICATIONS

Prescott School District Medication Policy

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:

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 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 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 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;
3. 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.

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

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

A.C.A. § 6-18-701; A.C.A. § 6-18-707 ; A.C.A. § 6-18-711; A.C.A. § 6-18-71

A.C.A. § 6-18-717; A.C.A. § 6-18-720; A.C.A. § 6-18-721; A.C.A. § 17-87-103 (11) and (14)

Date Adopted: February 24, 2004

Last Revised: July 19, 2005

August 08, 2006

July 24, 2012

September 25, 2012

July 13, 2013

June 16, 2015

July 26, 2016

May 22, 2018

July 23, 2019

August 17, 2020

June 22, 2021

July 17, 2023

4.35F - MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

Medications, including those for self-administration, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

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

Name of medication _____

Name of physician or dentist (if applicable) _____

Dosage _____

Instructions for administering the medication _____

Other instructions _____

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

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

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

Parent or legal guardian signature _____ Date _____

Date Adopted: February 24, 2004

Last Revised: July 12, 2013; July 23, 2019

4.35F2—MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

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

- a written statement from a licensed health-care provider who has prescriptive privileges that he/she has prescribed the rescue inhaler and/or auto-injectable epinephrine for the student and that the student needs to carry the medication on his/her person due to a medical condition;

- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing asthma and/or anaphylaxis episodes of the student and for medication use by the student during school hours; and
- a statement from the prescribing health-care provider that the student possesses the skill and responsibility necessary to use and administer the asthma inhaler and/or auto-injectable epinephrine.

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

Rescue inhalers and/or auto-injectable epinephrine for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

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

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

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

Parent or legal guardian signature _____ Date _____

Date Adopted: February 24, 2004 Last Revised: July 23, 2013; July 23, 2019

4.35F3—GLUCAGON AND/OR INSULIN ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

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

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

Glucagon _____

Insulin _____

I hereby authorize the school nurse to administer Glucagon and insulin to my child, or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the medication(s) I selected above to my child in an emergency situation. I will supply the medication(s) I selected above to the school nurse in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

I acknowledge that the District, its Board of Directors, its employees, or an agent of the District, including a healthcare professional who trained volunteer school personnel designated as care providers shall not be liable for any damages resulting

from his/her actions or inactions in the administration of Glucagon or insulin in accordance with this consent form and the IHP.

Parent or legal guardian signature _____

Date _____

Date Adopted: July 24, 2012
Last Revised: July 23, 2013
June 16, 2015

4.35F4—EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

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

The medication must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Date of physician's order _____

Circumstances under which Epinephrine may be administered _____

Other instructions _____

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

Parent or legal guardian signature _____

Date _____

Date Adopted: July 23, 2013

Last Revised: July 23, 2019

4.35F5—ALBUTEROL EMERGENCY ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

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

The medication must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Date of physician's order _____

Circumstances under which albuterol may be administered _____

Other instructions _____

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

Parent or legal guardian signature _____

Date _____

Date Adopted: July 23, 2019

Last Revised:

4.35F6—STRESS AND EMERGENCY DOSE MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

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

Date of physician's order: _____

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

Other instructions: _____

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

I hereby authorize the school nurse to administer a stress or emergency dose medication to my child, or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the stress or emergency dose medication to my child in an emergency situation. I will supply the stress or emergency dose medication to the school nurse in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information

accompanying the medication shall state the purpose for the medication, possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

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

Parent or legal guardian signature _____ Date _____

Date Adopted: June 22, 2021

Last Revised:

4.35F7—STRESS DOSE MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

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

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

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

Stress dose medication for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times).

Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

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

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

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

Parent or legal guardian signature _____ Date _____

Date Adopted: June 22, 2021

Last Revised:

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.

Date Adopted: February 24, 2004

Last Revised:

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, medical professionals, fire department officials, and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement. Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.

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

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

Legal References: A.C.A. § 12-13-109
 A.C.A. § 6-10-110
 A.C.A. § 6-10-121
 A.C.A. § 6-15-1302
 A.C.A. § 6-15-1303
 A.C.A. § 6-15-1304

Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1

Date Adopted: February 24, 2004

Last Revised: July 17, 2007

July 23, 2013

August 26, 2014

June 16, 2015

July 26, 2016

August 17, 2020

June 22, 2021

July 17, 2023

4.38—PERMANENT RECORDS

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

Legal References: A.C.A. § 6-18-901; A.C.A. § 6-28-107

DESE Rules Governing Student Permanent Records

Date Adopted: February 24, 2004

Last Revised: July 17, 2008

July 23, 2019

June 22, 2021

4.39—CORPORAL PUNISHMENT

The Prescott 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.

Legal References: A.C.A. § 6-18-503(b)

DESE Rules Governing Student Discipline and School Safety

DESE Rules Governing Special Education and Related Services Section 11.00 - Discipline

Date Adopted: February 24, 2004

Last Revised: July 24, 2012; July 23, 2019; August 17, 2020

4.40—HOMELESS STUDENTS

The Prescott 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:

- 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
- Enroll the child or youth in any public school that nonhomeless 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:

1. 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
2. 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;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Are migratory children who are living in circumstances described in clauses (a) through (c).

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

Legal References: 42 U.S.C. § 11431 et seq.
42 U.S.C. § 11431 (2)
42 U.S.C. § 11432(g)(1)(H)(I)
42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II)
42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii)
42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(G)
42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E)
42 U.S.C. § 11434a

Date Adopted: February 24, 2004
Last Revised: July 24, 2012
July 26, 2016
May 22, 2018
July 17, 2023

4.41—PHYSICAL EXAMINATIONS OR SCREENINGS

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

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

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

Legal References: A.C.A. § 6-18-701

Date Adopted: February 24, 2004 Last Revised: July 21, 2009; July 26, 2016; July 23, 2019; April 15, 2021

4.41F—OBJECTION TO PHYSICAL EXAMINATIONS OR SCREENINGS

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

Physical examination or screening being objected to:

____ Vision test

____ Hearing test

____ Scoliosis test

____ Other, please specify _____

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 Prescott 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 18 years of age or older have acknowledged receipt of the controlling language.

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

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

Date Adopted: February 24, 2004
Last Revised: July 17, 2007
July 24, 2012
July 23, 2013
July 23, 2019

4.43—BULLYING

Definitions

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

“Bullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

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

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

1. Cyberbullying;
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as “fronting” or “chesting” a person,
6. Demeaning humor relating to a student's actual or perceived attributes,
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,
11. Threats of harm to student(s), possessions, or others,

12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or

13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

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

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

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

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

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

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

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

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

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

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

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

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

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
 - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
 - b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying;

- a. That a credible report or complaint of bullying against their student exists;
 - b. Whether the investigation found the credible report or complaint of bullying to be true;
 - c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
 - d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:
 - a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
 - b. Any action taken as a result of the investigation; and
 6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred. 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.

Legal References: A.C.A. § 5-71-217

A.C.A. § 6-18-514

DESE Rules Governing Student Discipline and School Safety

Date Adopted: July 23, 2019

Last Revised: August 17, 2020

4.44—NATIONAL ANTHEM

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

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

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

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

- A school-sanctioned band program;
- A school-sanctioned chorale program, vocal group, or vocalist; or
- The attendees of a school-sanctioned event led by a vocalist selected by the principal of the school hosting the school-sanctioned event.

Students shall not be compelled to participate in the performance of The Star-Spangled Banner, but students who choose not to participate in the performance of The Star-Spangled Banner shall not disrupt those students choosing to participate in the performance of The Star-Spangled Banner. Students choosing not to participate in the performance of The Star-Spangled Banner who do not disrupt the participation of performance of The Star-Spangled Banner shall not be subject to any comments, retaliation, or disciplinary action.

Legal References: A.C.A. § 6-10-135

DESE Rules Governing the Star-Spangled Banner Act

Date Adopted: June 22, 2021

Last Revised:

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

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

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

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

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

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

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

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE

REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. 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 two (2) units to graduate for a total of twenty-four (24) units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. 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.

Prescott School District Requirement

A student must complete all graduation requirements seven (7) days before the date of the graduation ceremony.

If a student does not meet the requirements, the student will not be allowed to participate in any of the graduation activities. When a student completes the requirements for graduation then the student may secure his/her diploma in the principal office.

PRESCOTT SCHOOL DISTRICT EARLY GRADUATION REQUIREMENTS

The following must be met in order for students to graduate early:

1. Required paperwork submitted by May 1st and approved by the superintendent, high school principal, and high school counselor.
2. A minimum composite score of 21 on the ACT.
3. Must score exceeding in all categories on the ACT Aspire or the required state mandated test for that year.
4. English 11 must be completed during the summer after their sophomore year on Virtual Arkansas. The student/parents are responsible for paying for the class and must pass the class.
5. The student must have a total of 24 credits to graduate.

[Approved/Adopted: Aug. 12, 2021]

Prescott School District – COURSE REQUIREMENT(S)

The Fundamentals of Life Course

Effective with the Freshman (9th grade) class of the 2019-2020 school year.

Credit: .5

Length of Course: Semester

Approved/Adopted: April 15, 2019 School Board Meeting

Personal and Family Finance

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half ($\frac{1}{2}$) 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 which may be taken in grades 7-8 or 8-9;
- 2) Geometry 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 ($\frac{1}{2}$) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half ($\frac{1}{2}$) Unit

Physical Education: one-half ($\frac{1}{2}$) unit

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

Health and Safety: one-half ($\frac{1}{2}$) unit

Economics – one half ($\frac{1}{2}$) 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 ($\frac{1}{2}$) 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 ($\frac{1}{2}$) 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 ($\frac{1}{2}$) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half ($\frac{1}{2}$) unit

Physical Education: one-half ($\frac{1}{2}$) unit

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

Health and Safety: one-half ($\frac{1}{2}$) unit

Economics – one half ($\frac{1}{2}$) 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.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
 5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
 DESE Guidelines for the Development of Smart Core Curriculum Policy
 DESE Rules Governing Distance and Digital Learning
 Smart Core Information Sheet
 Smart Core Waiver Form
 Commissioner's Memo LS-18-082
 A.C.A. § 6-4-302
 A.C.A. § 6-15-2906
 A.C.A. § 6-15-2911
 A.C.A. § 6-16-122

A.C.A. § 6-16-143

A.C.A. § 6-16-149

A.C.A. § 6-16-150

A.C.A. § 6-28-115

Date Adopted: July 25, 2017

Last Revised: July 23, 2019

August 17, 2020

June 22, 2021

April 12, 2022

July 17, 2023

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 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* will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

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

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

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

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

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

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

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 two (2) units to graduate for a total of twenty-four (24) units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. 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.

Prescott School District Requirement

A student must complete all graduation requirements seven (7) days before the date of the graduation ceremony.

If a student does not meet the requirements, the student will not be allowed to participate in any of the graduation activities. When a student completes the requirements for graduation then the student may secure his/her diploma in the principal office.

PRESCOTT SCHOOL DISTRICT EARLY GRADUATION REQUIREMENTS

The following must be met in order for students to graduate early:

1. Required paperwork submitted by May 1st and approved by the superintendent, high school principal, and high school counselor.
2. A minimum composite score of 21 on the ACT.
3. Must score exceeding in all categories on the ACT Aspire or the required state mandated test for that year.
4. English 11 must be completed during the summer after their sophomore year on Virtual Arkansas. The student/parents are responsible for paying for the class and must pass the class.
5. The student must have a total of 24 credits to graduate.

[Approved/Adopted: Aug. 12, 2021]

Prescott School District – COURSE REQUIREMENT(S)

The Fundamentals of Life Course

Effective with the Freshman (9th grade) class of the 2019-2020 school year.

Credit: .5

Length of Course: Semester

Approved/Adopted: April 15, 2019 School Board Meeting

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 course in order to graduate.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

- 1) Algebra I which may be taken in grades 7-8 or 8-9;
- 2) Geometry 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 ($\frac{1}{2}$) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half ($\frac{1}{2}$) Unit

Physical Education: one-half ($\frac{1}{2}$) unit

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

Health and Safety: one-half ($\frac{1}{2}$) unit

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

Fine Arts: one-half (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.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION

 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

 5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3

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Commissioner's Memo LS-18-082

A.C.A. § 6-4-302

A.C.A. § 6-15-2906

A.C.A. § 6-15-2911

A.C.A. § 6-16-122

A.C.A. § 6-16-143

A.C.A. § 6-16-149

A.C.A. § 6-16-150

A.C.A. § 6-16-152

A.C.A. § 6-28-115

Date Adopted: June 22, 2021

Last Revised: August 12, 2021

July 17, 2023

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

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*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. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

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

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

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. 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 two (2) units to graduate for a total of twenty-four (24) units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. 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 ($\frac{1}{2}$) 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 ($\frac{1}{2}$) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half ($\frac{1}{2}$) Unit

Physical Education: one-half ($\frac{1}{2}$) unit

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

Health and Safety: one-half ($\frac{1}{2}$) unit

Economics – one half ($\frac{1}{2}$) 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 ($\frac{1}{2}$) 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 ($\frac{1}{2}$) 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

- 1) DESE approved biology – 1 credit;
- 2) DESE approved physical science – 1 credit; and
- 3) 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 ($\frac{1}{2}$) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half ($\frac{1}{2}$) unit

Physical Education: one-half ($\frac{1}{2}$) unit

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

Health and Safety: one-half ($\frac{1}{2}$) unit

Economics – one half ($\frac{1}{2}$) 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 ($\frac{1}{2}$) 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.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
 5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3

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A.C.A. § 6-4-302

A.C.A. § 6-15-2906

A.C.A. § 2911

A.C.A. § 6-16-122

A.C.A. § 6-16-143

A.C.A. § 6-16-149

A.C.A. § 6-16-150

A.C.A. § 6-16-152

A.C.A. § 6-16-1901 et seq.

A.C.A. § 6-28-115

Date Adopted: July 17, 2023

Last Revised:

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.

Legal References: A.C.A. § 6-10-115

 A.C.A. § 6-16-108

Date Adopted: July 19, 2005

Last Revised: June 22, 2021

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.

Legal References:

- A.C.A. § 6-15-2907
- A.C.A. § 6-18-515
- A.C.A. § 27-51-1602
- A.C.A. § 27-51-1603
- A.C.A. § 27-51-1609
- DESE Test Administration Manual
- DESE Rules Governing Student Discipline and School Safety

Date Adopted: July 19, 2005

Last Revised:

- July 17, 2007
- July 21, 2009
- July 24, 2012
- July 23, 2013
- June 16, 2015
- July 26, 2016
- July 25, 2017
- July 23, 2019
- August 17, 2020

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.

ideos, 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.

.Legal References: 20 USC 1232g
20 U.S.C. 7115
34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31

Date Adopted: July 17, 2007
Last Revised: July 17, 2008; April 29, 2011; August 26, 2014; August 17, 2020

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.

\Cross Reference: 6.7 COMPLAINTS

Legal References:

34 C.F.R. part 300

20 U.S.C. § 1400 et seq.

29 U.S.C. § 794

42 U.S.C. § 12101 et seq.

A.C.A. § 6-41-102

A.C.A. § 6-41-103

A.C.A. § 6-41-201 et seq.

Date Adopted: July 17, 2008

Last Revised: July 25, 2017

August 17, 2020

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 will 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.

Date Adopted: August 28, 2018

Last Revised:

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.

Legal References:

Commissioner's Memo FIN-09-044
Commissioner's Memo FIN-15-122
Commissioner's Memo CNU-17-051
Commissioner's Memo CNU-18-008
Commissioner's Memo CNU-18-023
Commissioner's Memo CNU-18-025
7 CFR 210.10(g)

Date Adopted: July 21, 2009
Last Revised: July 26, 2016
July 25, 2017
May 22, 2018

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.

Legal References: Commissioner's Memo CNU-17-003

Commissioner's Memo CNU-17-024

A.C.A. § 6-18-715

Date Adopted: July 25, 2017

Last Revised: July 23, 2019; August 17, 2020

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:

1. 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
2. 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.

Cross References: 4.1—RESIDENCE REQUIREMENTS

4.2—ENTRANCE REQUIREMENTS

4.5—SCHOOL CHOICE

4.7—ABSENCES

Legal References: A.C.A. § 6-18-233

A.C.A. § 9-28-113

Date Adopted: July 19, 2011

Last Revised: June 16, 2015

July 25, 2017

July 23, 2019

August 17, 2020

June 22, 2021

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.

Legal Reference: A.C.A. § 6-18-106

Date Adopted: July 19, 2011

Last Revised:

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/school¹ 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 District's GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.

Legal Reference: DESE Gifted and Talented Rules

Date adopted: July 23, 2013

Last Revised: July 23, 2019; August 17, 2020

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 or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Each time a student is assessed by use of a high-quality literacy screener, with results at least once each semester, the parents and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading and, in a parent friendly manner, the student's reading progress.

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

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

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

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.

Beginning with the 2018-2019 school year, 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.
- a. 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;

2. Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student's eligibility for a literacy tutoring grant;
3. Be given priority to receive a literacy tutoring grant; and
4. 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 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/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

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.

Cross References: 3.30—PARENT-TEACHER COMMUNICATION
4.56—EXTRACURRICULAR ACTIVITIES - SECONDARY SCHOOLS
4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY
5.13 - STUDENT INTERVENTION SERVICES AND SUMMER SCHOOL

Legal References: A.C.A. § 6-15-2001
A.C.A. § 6-15-2005
A.C.A. § 6-15-2006

A.C.A. § 6-15-2907

A.C.A. § 6-15-2911

A.C.A. § 6-17-429

A.C.A. § 6-17-431

A.C.A. § 9-28-205

ADE Rules Governing the Arkansas Educational Support and Accountability Act

Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

Date Adopted: August 26, 2014

Last Revised: June 16, 2015; July 25, 2017; July 17, 2023

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/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

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

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

“Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.

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

Extracurricular Eligibility

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

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

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

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

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

Interscholastic Activities

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

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.

Intrascholastic Activities

AAA Governed Activities

Students participating in intrascholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.⁷

Non-AAA Governed Activities

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

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.

- Cross References:
- 4.40—HOMELESS STUDENTS
 - 4.55—STUDENT PROMOTION AND RETENTION
 - 4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References: Arkansas Activities Association Handbook

A.C.A. § 6-4-302

A.C.A. § 6-15-2907

A.C.A. § 6-16-151

A.C.A. § 6-18-114

A.C.A. § 6-18-115

A.C.A. § 6-18-227

A.C.A. § 6-18-713

A.C.A. § 6-18-1904

A.C.A. § 6-28-108

Commissioner's Memo COM-18-009

Commissioner's Memo LS-18-015

Date Adopted: August 26, 2014

Last Revised: July 26, 2016

July 25, 2017

July 23, 2019

June 22, 2021

July 17, 2023

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/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

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

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

“Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.

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.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
 4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Legal References: A.C.A. § 6-4-302
 A.C.A. § 6-15-2907
 A.C.A. § 6-16-151
 A.C.A. § 6-18-713
 A.C.A. § 6-28-108
 Commissioner’s Memo LS-18-015

Date Adopted: August 26, 2014

Last Revised: July 26, 2016
 July 27, 2017
 July 23, 2019
 June 22, 2021

4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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

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

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy.

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if:

- The superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District; or
- The student's resident school does not offer the interscholastic activity and the superintendent of the non-resident district agrees to allow the student to enroll in the interscholastic activity.

Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in interscholastic activities without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in 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 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;
- required drug testing;
- permission slips, waivers, physical exams; and
- participation or activity fees.

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

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

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

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

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

Legal References:

A.C.A. § 6-15-509

A.C.A. § 6-16-151

A.C.A. § 6-18-232

A.C.A. § 6-18-713

Arkansas Activities Association Handbook

Commissioner's Memo COM-18-009

Commissioner's Memo LS-18-015

Division of Elementary and Secondary Education Rules Governing Home Schools

Date Adopted: August 26, 2014

Last Revised: July 25, 2017

July 23, 2019

July 17, 2023

4.56.2F— HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT RESIDENT DISTRICT

Student's Name (Please Print) _____

Parent or Guardian's Resident Address

Street _____ Apartment _____

City _____ State _____ Zip Code _____

Student's date of birth ____/____/____ Last grade level the student completed _____

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education. _____

Name of test, Date taken, and score achieved _____

Extracurricular activity(ies) the student requests to participate in

Course(s) the student requests to take at the school _____

Proof of identity _____

Date Submitted ____/____/____

Parent's Signature _____

Date Adopted: June 16, 2015

Last Revised: July 25, 2017

4.56.2F2— HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT NON-RESIDENT DISTRICT

Student's Name (Please Print) _____

Parent or Guardian's Resident Address

Street _____ Apartment _____

City _____ State _____ Zip Code _____

Student's date of birth ____/____/____ Last grade level the student completed _____

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education. _____

Name of test, Date taken, and score achieved _____

Extracurricular activity(ies) the student requests to participate in

Course(s) the student requests to take at the school _____

Proof of identity _____

Date Submitted ____/____/____

Parent's Signature _____

As the superintendent of the above student's resident district, I agree that the above student may participate in extracurricular activities at _____ School District.

Resident Superintendent's Signature: _____

As the superintendent of the _____ School district, where the above student desires to participate in extracurricular activities, I agree to allow the student to participate in extracurricular activities at _____ School District.

Non-resident Superintendent's Signature: _____

Date Adopted: July 25, 2017

Last Revised:

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:

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

Students whose immunization records or serology results are lost or unavailable are required to receive all age appropriate vaccinations or submit number 4 above.

Temporary Admittance

While students who are not fully age appropriately immunized or have not yet submitted an immunization waiver may be enrolled to attend school, such students shall be allowed to attend 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.

Cross References: 4.2—ENTRANCE REQUIREMENTS

4.7—ABSENCES

4.8—MAKE-UP WORK

4.34—COMMUNICABLE DISEASES AND PARASITES

Legal References: A.C.A. § 6-4-302
A.C.A. § 6-18-702
A.C.A. § 6-28-110
DESE Rules Governing Immunization Requirements in Arkansas Public Schools
ADH Rules Pertaining to Immunization Requirements

Date Adopted: June 16, 2015

Last Revised: July 23, 2019; August 17, 2020; June 22, 2021

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.

Legal References: Commissioner's Memo FIN 08-076 ;Commissioner's Memo FIN 15-052

Date Adopted: June 16, 2015

Last Revised:

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.

Cross References: 4.6—HOMESCHOOLING

4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

4.57- IMMUNIZATIONS

Legal References: A.C.A. § 6-15-509

A.C.A. § 6-18-232

A.C.A. § 6-18-702

A.C.A. § 6-47-401 et seq.

DESE Rules Governing Distance and Digital Learning

DESE Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools

Commissioner’s Memo COM-19-021

Date Adopted: July 25, 2017

Last Revised: July 23, 2019

PRESCOTT SCHOOL DISTRICT

CRISIS PREVENTION POLICY

Policy Number

PSD 4.9-24-19

This User Force Policy establishes the process by which the Prescott 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 Prescott 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**

Date Adopted: September 24, 2019

Last Revised:

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:

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:
 - A definition or description of the desired target behavior or outcome in specific measurable terms;
 - A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;

- A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
- A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
- A plan for managing a crisis situation;
- A system to collect, analyze, and evaluate data about the student;
- The school personnel, resources, and training needed before implementation of the BIP; and
- The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

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

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

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

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

- Disrespect;
- Noncompliance;
- Insubordination; or
- Destruction of property that does not create an imminent danger.

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

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

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

- Occurs within the context of data-based problem-solving and involves:
 - The review of existing records and other sources of information;
 - Diagnostic or historical interviews;
 - Structured academic or behavioral observations; and
 - Authentic, criterion-referenced, or norm-referenced tests; and

· Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

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

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

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

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

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

- Is used to achieve socially important behavior change;
- Occurs at the:
 - Prevention level for all students in a school;
 - Strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and
 - Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and
- Involves a planned and collaborative school-wide approach that is implemented with a goal:
 - Of establishing a positive and supportive school environment that:
 - § Teaches and reinforces prosocial behavior in a student;
 - § Holds a student positively accountable for meeting an established behavioral expectation; and
 - § Maintains a level of consistency throughout the implementation process; and
 - That is accomplished by using positive behavioral programs, strategies, or approaches.

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

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

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

Positive Behavioral Supports

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

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

The District's positive behavioral support shall include:

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

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

Problem Solving and Intervention Team

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

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

- a. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
- b. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral

- difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
- c. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

Physical Restraint

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

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

- use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- Use the safest method available and appropriate to the situation;
- Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not
 - prevent imminent danger of serious physical harm to the student or others;
- Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
- Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and
- continuously and visually observe and monitor the student while the student is under physical restraint.

Physical restraint of a student shall only be used for a limited period of time and shall not be used:

- 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:

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

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

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

The purpose of the debriefing meeting shall be to:

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

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:
 - a. The concerns of the student's parent;
 - b. The student's social and medical history;
 - c. The student's FBA, if one exists; and
 - d. The student's BIP, if one exists;
2. Consider relevant information from the teachers, parents, and other District professionals;
3. Discuss whether positive behavior supports were appropriately implemented;
4. Discuss the duration and frequency of the use of physical restraint on the student;
5. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;

6. Consider whether additional intervention and support is necessary for the student;
7. Consider whether additional intervention and support is necessary for school personnel; and
8. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
 - a. The student;
 - b. The student's parent; and
 - c. Other school personnel or students who witnessed the incident.

DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:

- Submitted to the building principal;
- Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
- Maintained as part of the student's education record along with other documents consulted during the debriefing meeting.

Cross Reference: 3.6 - LICENSED PERSONNEL EMPLOYEE TRAINING

Legal Reference: A.C.A. § 6-18-2401 et seq.

Date Adopted: June 22, 2021

Last Revised: April 12, 2022

4.61—STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

"Multiple occupancy room" means an area in a District building that is designed or designated to be used by one (1) or more individuals at the same time and in which one (1) or more individuals may be in various stages of undress in the presence of other individuals, which includes, without limitation, a restroom, locker room, changing room, or shower room.

"Sex" means the physical condition of being male or female based on genetics and physiology, which may be demonstrated by the sex identified on a student's original birth certificate.

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student's sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

- custodial, maintenance, or inspection purposes;
- To render emergency medical assistance;
- To address an ongoing emergency, including without limitation a physical altercation;
- To accommodate individuals protected under the Americans with Disabilities Act;
- or
- To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

Legal Reference: A.C.A. § 6-21-120

Date Adopted: July 17, 2023

Last Revised:

4.62—STUDENT NAME, TITLE, OR PRONOUN

Unless a District employee has the written permission of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student or the student if the student is an emancipated minor or over eighteen (18) years of age, a District employee shall not address a student with a:

1. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
2. Pronoun or title that is inconsistent with the student's biological sex.

A student shall not be subject to discipline for declining to address a person using a:

- a. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
- b. Pronoun or title that is inconsistent with the person's biological sex.

Legal Reference: A.C.A. § 6-1-108

Date Adopted: July 17, 2023

Last Revised:

4.63—STUDENT RELIGIOUS EXPRESSION

The Prescott 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.

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.

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:

Cross References: 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

5.17—HONOR ROLL AND HONOR GRADUATES

Legal References: A.C.A. § 6-10-138

A.C.A. § 6-18-101

A.C.A. § 6-18-1201 et seq.

Date Adopted: July 17, 2023

Last Revised:

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

Cross Reference: 5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Legal References: 20 USC § 1232h; A.C.A. § 6-15-1005; A.C.A. § 6-16-152

Date Adopted: February 24, 2004

Last Revised: May 22, 2018; June 22, 2021

5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Definitions

"Curriculum" means the sequences of public school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

"Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

Instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are selected for their compatibility with the District's educational program and their ability to help fulfill the District's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials, including classroom events or activities associated with classroom instruction, may do so by filling out a *Challenge to Instructional Material* form available in the school's office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent.

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's *Challenge to Instructional Material* form.

If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's decision to the Board. The Superintendent shall present the contesting individual's *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be if the instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are:

- Misleading;
- Factually inaccurate; or
- Otherwise inappropriate for the intended educational use.

In addition to the notification requirements under Policy 5.5 and all other challenge rights under this policy, parents and legal guardians may opt their students out of any of the following by submission of form 5.6F2 regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program except when the item is directly related to a requirement under the Arkansas academic standards; a District employee is responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers

to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction:

- a. Curricula;
- b. Materials;
- c. Tests;
- d. Surveys;
- e. Questionnaires;
- f. Activities; and
- g. Instruction of any kind.

Students who are excused under this policy from participating in any or all portions of items A-G above shall not be penalized for grading purposes if the student satisfactorily performs alternative lessons related to health.

The same notification requirements and opt out options as above for gender identity and sexual orientation shall apply to the sexual abuse and assault and human trafficking prevention education the District provides to students.

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

Legal References: 20 USC 1232h
 A.C.A. § 6-16-155
 A.C.A. § 6-16-157
 A.C.A. § 6-16-1006

Date Adopted: February 24, 2004

Last Revised: July 17, 2008; July 21, 2009; May 22, 2018; June 22, 2021; April 12, 2022; July 17, 2023

5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS, EVENTS, AND ACTIVITIES

Name: _____

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

Instructional material, event, or activity being contested:

Reasons for contesting the material, event, or activity (be specific):

What is your proposed resolution?

Signature of receiving principal _____

Signature of curriculum coordinator _____

Signature of Superintendent _____

Date Adopted: February 24, 2004

Last Revised: June 22, 2021

5.6F2—STUDENT OPT OUT OF INSTRUCTION, EVENT, OR ACTIVITY REGARDING SEX ED, SEXUAL ORIENTATION, OR GENDER IDENTITY

Parent's Name: _____

Student's Name: _____

I have reviewed the list of curricula, materials, tests, surveys, questionnaires, activities, and instruction of any kind regarding sex ed, sexual orientation, or gender identity and wish for my student to be excused from the following regarding sex ed, sexual orientation, or gender identity:

I understand that I may not opt my student out of curricula, materials, tests, surveys, questionnaires, activities, and instruction of any kind related to sex ed, sexual orientation, or gender identity if the curriculum, material, test, survey, questionnaire, activity, or instruction of any kind is 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.

I understand that in order for my excused student to not be penalized for grading purposes due to my student being excused from the above instruction, instructional materials, events, or activities that my student must satisfactorily perform alternative lessons related to health.

Parent's Signature: _____

Date: _____

Date Adopted: June 22, 2021

Last Revised:

5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

The ultimate authority for the selection and retention of materials for the schools' media centers rests with the Board of Education, which shall serve as a final arbiter in resolving a challenge to any media center materials. Licensed media center personnel shall make the initial selections in consultation with school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

The purpose of the schools' libraries/media centers is to supplement and enrich the curriculum and instruction offered by the District. Promoting the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information representing varied points of view on current and historical issues. In the selection of the materials and resources to be available in each library/media center consideration will be given to their age appropriateness. Materials should be available to challenge the different interests, learning styles, and reading levels of the school's students and that will help them attain the District's educational goals.

Selection Criteria

The criteria used in the selection of media center materials shall be that the materials:

- a) Support and enhance the curricular and educational goals of the district;
- b) Are appropriate for the ages, learning styles, interests, and maturity of the schools' students, or parents in the case of parenting literature;
- c) Contribute to the examination of issues from varying points of view and help to broaden students understanding of their rights and responsibilities in our society;
- d) Help develop critical thinking skills;
- e) Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose;
- f) Have literary merit as perceived by the educational community; and
- g) Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.

Retention and Continuous Evaluation

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three (3) years.

Gifts

Gifts to the media centers shall be evaluated to determine their appropriateness before they are placed in any media center. The evaluation shall use the same criteria as for all other materials considered for inclusion in the media centers. Any items determined to be unacceptable shall be returned to the donor or disposed of at the discretion of the media specialist. The media centers shall have a list of desired items to give to prospective donors to aid them in their selection of materials to donate.

Challenges

The parent, legal guardian, person having lawful control of a student, or person acting in loco parentis of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process.

Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

In the meeting, the media specialist shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain the complainant's reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, the complainant may do so by completing the *Request for Formal Reconsideration Form* and submitting it to the principal's office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be licensed personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoints expressed within it and shall be reviewed in its entirety and not selected portions taken out of context.

The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. All meetings of the committee shall be open to the public. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet to discuss the material. The committee shall vote to determine whether the contested material shall be relocated within the media center's collection to an area that is not accessible to minors. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant.

If the decision is to not relocate the material, the complainant may appeal the committee's decision to the district Board of Directors by filing a written appeal to the Superintendent within five (5) working days of the committee's decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee's decision along with the summary of its reasons for its position plus a recommendation of the administration, if so desired, to the Board within fifteen (15) days of the committee's decision. The Board shall review the material submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

Legal Reference: A.C.A. § 6-25-101 et seq.

Date Adopted: February 24, 2004

Last Revised: July 17, 2008

July 17, 2023

5.7F—REQUEST FOR RECONSIDERATION OF LIBRARY/MEDIA CENTER MATERIALS

Name: _____

Date submitted: _____

Media Center material being contested:

Reasons for contesting the material. (Be specific about why you believe the material does not meet the selection criteria listed in policy 5.7—*Selection of Library/Media Center Materials*):

What is your proposed resolution? _____

Signature of receiving principal _____

Signature of Superintendent (if appealed) _____

Date Adopted: February 24, 2004

Last Revised: August 8, 2006

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
3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

“Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

“Public School Student Accessing Courses at a Distance” means a student who is scheduled for a full course load through the District and attends all classes virtually.

Digital Course Offerings

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended

learning, online-based, or other technology-based format and shall be tailored to meet the needs of each student.

All digitally offered courses shall meet or exceed the State Board of Education's curriculum standards and requirements and be capable of being assessed and measured through standardized or local assessments. Additionally, the District shall ensure there is sufficient infrastructure to handle and facilitate a quality digital learning environment.

The District shall annually determine what District created digital learning courses it will provide to our students. The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved as part of the Arkansas Course Choice Program by the Division of Elementary and Secondary Education (DESE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by DESE.

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8—USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any scheduled courses digitally 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.

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.

Except as required by Policy 5.19, the District may restrict a student's access to digital courses when the student's building principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance 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.

Cross References: 4.7—ABSENCES

4.45—SMART CORE CURRICULUM AND GRADUATION
REQUIREMENTS

5.8—USE OF COPYRIGHTED MATERIALS

5.19—ARKANSAS COURSE CHOICE PROGRAM

Legal References:

A.C.A. § 6-16-1401 et seq.

A.C.A. § 6-16-1701 et seq.

A.C.A. § 6-18-213

A.C.A. § 6-18-222

A.C.A. § 6-28-109

DESE RULES GOVERNING DISTANCE AND DIGITAL LEARNING

Date Adopted: August 26, 2014

Last Revised: July 26, 2016

July 25, 2017

July 23, 2019

August 17, 2020

April 15, 2021

June 22, 2021

July 17, 2023

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.

Legal Reference: State Board of Education Rules & Regulations: Accreditation Standards 10.07

Date Adopted: February 24, 2004

Last Revised: July 17, 2007

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 effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

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

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

The grading scale for all schools 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 $(0.25 \times 83) + (0.75 \times 75) = 77\%$.

Legal References: A.C.A. § 6-15-902

A.C.A. § 9-28-113(f)

Standards For Accreditation 5-A.1

Division of Elementary and Secondary Education Rules Governing Grading and Course Credit

Date Adopted: February 24, 2004

Last Revised July 21, 2009

April 29, 2011

July 24, 2012

July 26, 2016

July 23, 2019

August 17, 2020

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 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.

7TH/8TH GRADE RETENTION POLICY

If a student fails two (2) or more core courses (Math, Science, English, Social Studies), then the student will be retained. A student that is failing any course must have an ACADEMIC INTERVENTION PLAN (AIP).

Date Adopted: August 23, 2016

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 Prescott 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.

Date Adopted: February 24, 2004

Last Revised: July 21, 2009

July 28, 2009

July 22, 2021

5.19—ARKANSAS COURSE CHOICE PROGRAM

District students are eligible to take courses through the Arkansas Course Choice Program (ACCP) if the student is:

- Seeking to take a course not offered by the District; or
- Attending a District school that received a school letter grade of C, D, or F.¹

The ACCP course catalog shall be made available to all students during student course selection.² The District shall not actively discourage, intimidate, or threaten a student during course selection to not take a course through the ACCP.

A student attending courses through the ACCP shall enroll in at least one (1) course at the District, which may be either in person or a digital course offered by the District.

A District student attending courses through the ACCP is entitled to the following services as if the student were attending courses at the District:

1. Required assessments, including without limitation:
 - a. Statewide assessments;
 - b. Advanced Placement; and
 - c. International Baccalaureate,
2. Participation in extracurricular or cocurricular activities; and
3. Special education services pursuant to the student's individualized education program.

Credits earned through the ACCP shall appear on a student's official transcript and count fully towards the student's graduation requirements.

Cross Reference: 5.11—DIGITAL LEARNING COURSES

Legal Reference: A.C.A. § 6-15-1701 et seq.

Date Adopted : July 17, 2023

Last Revised :

5.20—ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS COURSES

Students in grades 7-12 who take advanced placement (AP) courses; International Baccalaureate (IB) courses; honors or concurrent credit college courses; or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) or the Division of Career and Technical Education (DCTE) shall be graded according to the following schedule:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 5 points

B = 4 points

C = 3 points

D = 2 point

F = 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course:

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and

- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.

“Honors Courses” are those courses that have been approved by DESE as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation.

For career and technical education courses taken after July 1, 2023, career and technical courses that are eligible for weighted credit are those career and technical education courses that are approved by DCTE to exceed the curriculum standards for a non-weighted class and lead to an approved industry-recognized certification. A student shall receive weighted credit for each approved career and technical education course upon the student:

- Completing the relevant career and technical pathway; and
- Earning the high-value industry credential aligned with the career and technical pathway.

Students who transfer into the district will be given weighted credit for the AP courses; IB courses; honors or concurrent credit college courses; and other courses approved by DESE and DCTE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale.

Legal References: DESE Rules Governing Grading and Course Credit

A.C.A. § 6-15-902

A.C.A. § 6-16-806

Date Adopted: February 24, 2004

Last Revised: March 15, 2005

July 17, 2008

November 27, 2012

July 23, 2013

July 29, 2019

August 17, 2020

July 17, 2023

5.21—CONCURRENT CREDIT

The Concurrent (college credit courses) will be weighted as the AP (advanced placement) classes.

Students may take six (6) hours of concurrent classes per junior year and twelve (12) hours of concurrent classes per senior year.

Anyone wishing to obtain hours above the eighteen (18) hours must submit a written request to the high school principal and committee.

The committee will consist of the principal, counselor and teachers. The criteria for additional hours will be current grades, attendance and behavior.

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education (DESE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

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

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

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

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

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

A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the student's first six (6) concurrent credit hours so long as the concurrent credit courses are taught on the District grounds and by a teacher employed by the District. Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

Legal References: A.C.A. § 6-15-902(c)(2)

A.C.A. § 6-16-1201 et seq.

A.C.A. § 6-18-232

DESE Rules Governing Grading and Course Credit

Date Adopted: February 24, 2004

Last Revised: July 17, 2007

July 23, 2013

July 25, 2017

July 23, 2019

August 17, 2020

5.24—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.

Legal References: A.C.A. § 6-20-2305(b)(2)

A.C.A. § 6-48-101 et seq.

DESE Rules Governing Student Special Needs Funding – 3.01, 4.00, and 8.0

DESE Rules Governing Student Discipline and School Safety

Date Adopted: February 24, 2004

Last Revised: August 08, 2006

July 19, 2011

August 26, 2014

October 25, 2016

July 23, 2019

August 17, 2020

June 13, 2022

5.24.1—ALE PROGRAM EVALUATION

The ALE program shall be evaluated at least annually to determine its overall effectiveness at providing a nonpunitive 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. 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: February 24, 2004

Last Revised: July 17, 2007

July 23, 2019

June 13, 2022

5.36.D

Prescott 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.

Date Adopted: September 14, 2021

Last Revised:

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:

- A background check was performed on the potential school volunteer in accordance with A.C.A. §§ 12-12-1601 et seq.;

- 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;
- The potential school volunteer's name was not found on the Child Abuse Central Registry; and
- 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 superintendent or a third-party vendor shall report to the state board the name of any person working as a registered volunteer in an athletic coaching capacity who:

1. Has pleaded guilty or nolo contendere to or has been found guilty of any felony or misdemeanor listed in A.C.A. § 6-17-410(b);
2. Has been arrested or charged with any felony or misdemeanor listed in A.C.A. § 6-17-410(b);
3. Has intentionally compromised the validity or security of any student test or testing program administered or required by the Division of Elementary and Secondary Education (DESE);
4. Has knowingly submitted falsified information or failed to submit information requested or required by law to DESE, the State Board, or Arkansas Legislative Audit; or
5. Has a true report in the Child Maltreatment Central Registry.

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.

Registered volunteers who will be working with students in an athletic coaching capacity or are in the process of obtaining a coaching certificate through the Arkansas Activities Association shall be informed that they are bound by the Code of Ethics for Arkansas Educators and shall receive training on the Code of Ethics.

Legal References: A.C.A. §§ 6-17-301

A.C.A. § 6-17-410

A.C.A. § 6-17-411

A.C.A. 6-17-414

A.C.A. § 6-17-428

A.C.A. § 6-18-110

A.C.A. § 6-22-101 et seq.

A.C.A. §§ 12-12-1601 et seq.

A.C.A. § 12-18-402

A.C.A. § 12-18-909(g)(21)

A.C.A. § 21-13-101 et seq.

Division of Elementary and Secondary Education Rules Governing Background Checks

Division of Elementary and Secondary Education Rules Governing the Code of Ethics for Arkansas Educators

Date Adopted: February 24, 2004

Last Revised: July 23, 2013

August 26, 2014

June 16, 2015

July 26, 2016

July 25, 2017

May 22, 2018

July 23, 2019

June 22, 2021

July 17, 2023

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. 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.

Cross References: For non-adult visitors see Policy 4.16—STUDENT VISITORS

For Level 3 and Level 4 sex offenders see Policy 6.10—SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)

Legal References: A.C.A. § 6-21-606

Date Adopted: February 24, 2004

Last Revised: July 17, 2007

July 19, 2011

June 16, 2015

April 20, 2023

6.10—SEX OFFENDERS ON CAMPUS (MEGAN’S LAW)

The Prescott 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.

Legal References:

Division of Elementary and Secondary Education Guidelines for “Megan’s Law”

A.C.A. § 5-14-132

A.C.A. § 12-12-913 (g)(3)

A.C.A. § 28-9-212

Date Adopted: February 24, 2004

Last Revised: July 17, 2007

July 25, 2017

May 22, 2018

July 23, 2019

April 15, 2021

6.11—PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - DISTRICT

The Prescott 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.

Legal References: 20 U.S.C. § 6318

A.C.A. § 6-15-1702

A.C.A. § 6-15-1703

A.C.A. § 6-15-1704

A.C.A. § 6-28-116

Division of Elementary and Secondary Education Rules Governing Parental Involvement
Plans and Family and Community Engagement

Commissioner's Memo COM-20-021

Date Adopted: February 24, 2004

Last Revise: August 08, 2006; July 21, 2009; May 25, 2010, July 25, 2017; July 23, 2019

August 17, 2020; June 22, 2021; July 17, 2023

6.12—PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - SCHOOL

Prescott Elementary, Prescott Junior High School and Prescott 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, Prescott Elementary, Prescott Junior High School and Prescott 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, Prescott Elementary, Prescott Junior High School and Prescott 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.

Prescott Elementary, Prescott Junior High School and Prescott 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.

Prescott Elementary, Prescott Junior High School and Prescott 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.

Legal References: 20 U.S.C. § 6318

A.C.A. § 6-15-1702

A.C.A. § 6-15-1703

A.C.A. § 6-15-1704

A.C.A. § 6-28-116

Division of Elementary and Secondary Education Rules Governing Parental Involvement
Plans and Family and Community Engagement

Commissioner's Memo COM-20-021

Date Adopted: February 24, 2004

Last Revised: August 08, 2006; August 17, 2020; June 22, 2021; July 17, 2023

Solicitations

The policy of the Board of Education shall be to safeguard students and parents from solicitations.

Outside organizations shall not be permitted to solicit, advertise, or sell goods or services through the school or the School District unless authorized by the Board and the superintendent.

Participation in fund-raising or charity drive sponsored by the school or outside agency shall be entirely voluntary as far as each student is concerned. There shall be no cause for embarrassment to those who do not or cannot participate or contribute.

All fund-raising and charity drives sponsored by a school must receive the approval of the principal and the superintendent. In no case will approval be given for such activities during the regular school day.

Policy That Must Be Observed At Football and Basketball Games and Track Meets

1. Those adults and students leaving the football stadium or gym must purchase a new ticket before allowed to reenter. 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 Board of Education fully recognizes the implications of constitutional law in the area of student due process. The Board, therefore, sets the following policy to guarantee every student is afforded due process.

Complaints and Grievances

The primary purpose of this procedure is to provide for prompt and equitable resolution of student complaints and grievances.

A student having a complaint or grievance involving an employee, policy or procedure of the Prescott School District may file an official complaint by observing the following procedures:

1. State the complaint or grievance in writing and present to the principal of the school for review and appropriate action. The complaint or grievance must be signed and presented in writing to the principal within 15 school days after the student becomes aware of the event giving grievance. The principal of the school shall investigate and take appropriate action as needed and/or required. The principal will respond to the complaint in writing within five (5) days as to the disposition of the matter. A copy of the complaint of the student and the disposition will be forwarded to the superintendent of schools.

2. Should the complaint not be resolved satisfactorily to the student, a written appeal may be made to the superintendent of schools. The appeal to the superintendent must be filed within five (5) school days after receiving the principal's written decision. The superintendent shall investigate and review the matter and respond in writing to the student within five (5) school days as to the disposition of the matter.
3. Should the matter not be resolved by the superintendent, the student may request in writing to the superintendent for a hearing before the school board at the next regular meeting. The appeal to the school board must be filed within five school days after receiving the superintendent's written decision. To be placed on the agenda at the next regular board meeting, the appeal to the school board must be received a minimum of seven days prior to the meeting. The board of education will hear and dispose of the matter at the discretion of the board. The decision of the Board will be final except that if the complainant feels a grievance falls within a category of non-compliance with any applicable law or regulation, he/she may appeal to the appropriate court or agency. The student shall be entitled to representation at all stages of the above.

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.

Prescott Elementary School

School Procedure Handbook



"Preparing Students Today To Lead Tomorrow"

Kimberly Grimes, Principal

Telephone: (870) 887-2514

Fax: (870) 887-3398

Committee Members: Pauline Williams, Haley Cummings, Mariela Garcia, Cricket O'Neal, Brenda Smith, Shannon Henderson, Kelly Barnett, Lisa Madden, Jessie Thompson and Kimberly Grimes

Prescott Elementary School Handbook Section

Foreword

These practices are being issued for the purpose of providing the Prescott Elementary School 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 Prescott School Board.

It shall be the policy of the Prescott School District that the most recently approved version of the student handbook be incorporated by reference into the policies of this district. In the event that there is a conflict between the student handbook and a general board policy or policies, 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 Prescott Elementary School a better school.

DISTRICT PHILOSOPHY

MISSION: The Prescott School District's fundamental purpose is to ensure high levels of learning for ALL students.

VISION: In pursuit of our mission, we will build, nurture and strengthen collaborative teams with an unwavering focus on learning for all. We will assess our effectiveness based on results rather than intentions. Prescott schools and teams will seek timely, relevant evidence and information and use it to promote continuous improvement.

GOALS:

1. Students will be taught at the appropriate level for mastery as indicated by:
 - Grades
 - NRT
 - CRT
6. Students will develop skills that enhance their uniqueness and talents through participation in:
 - Fine Arts
 - Extra-curricular activities
 - College courses
 - State and national scholarships
7. The needs of all students will be met through:
 - Character Education
 - Discipline referrals

- ESL
- G/T enrichment
- Attendance
- Special Talents
- Leadership
- At-risk programs
- Parent Center

The School Day

Classes begin at Prescott Elementary School at 7:55 a.m. and end at 3:20 p.m. each day to assure that students receive the required minutes of daily instruction. The first bell will ring at 7:55 a.m. and the tardy bell will ring at 8:00 a.m.

Students **are not** allowed at school before 7:40 a.m. for your child's safety. Breakfast is served daily beginning at 7:40 a.m. The building will be open at 7:40 a.m. If students do not ride the bus home in the afternoon, they must be picked up by 3:35 p.m. Parents who consistently drop their children off before 7:40 a.m. and/or pick them up after 3:35 p.m. may be subject to a FINS petition being filed with the court. Parents are encouraged to make dental, medical, piano, dance or other lessons or appointments after school hours.

Children need consistency. Messages regarding changes in their way of going home are confusing to children and discouraged. Please discuss with your child how he/she will go home before leaving home in the morning. If your child's way home will be different than the normal way home you **must** send a note to the teacher with specific instructions. This alleviates your child of concern and confusion at school. Messages will be given to your child in cases of emergency as attempts are made to avoid interruption of the learning process during the school day. Under no circumstances will a child's way home be changed unless school receives a parent/guardian note or parent/guardian phone call in time to notify the child's teacher before school's dismissal bell. The teacher, under no circumstance, will be allowed to change the child's customary way home on just the word of the child.

Parents are encouraged to visit the school at any time. For the protection of all students, parents and visitors are **required to report to the office upon entering the building**. This is required for the safety of all students and staff. Students will not be allowed to bring toys and/or any type of electronic device to school and any toys and/or electronic devices brought will be taken and held until the parent or guardian picks them up. Only class related materials will be permitted.

Students will have **no birthday parties, cakes, or birthday invitations on the school campus.**

If your child rides a bus, and they receive a delivery at school, please be mindful that bus riders are not allowed to have flowers, balloons, or other large gifts on the bus.

Student Check-Out

For K-4 students:

Students who are in grades K-4 will be required to have a parent/guardian or designated person sign the student out in the school office or designated area. No student will be allowed to leave with anyone other than the parent/guardian unless the person's name is listed on the school check-out form. A child WILL NOT be released to anyone that is not on the school check-out form.

**** Changes to the school check-out form must be made in person. The office will not accept changes over the phone.**

PLEASE DO NOT MAKE CHECKING YOUR CHILD OUT EARLY A REGULAR OCCURENCE.

This should only happen in the event of an emergency or for an occasional doctor's appointment. If your child is checked out early, they are considered to be tardy. **Parents whose children are regularly absent or tardy will be reported to the prosecuting attorney's office** and a FINS petition may be filed with the court. The school district is required to report excessive absences and tardies.

District Policies – 4.17 Discipline, 4.18 Prohibited Conduct, 4.21 Student Assault and Battery

These district policies are subject to consequences as outlined in the Prescott Elementary School's discipline. **Minimum – Verbal Warning, Maximum - Expulsion**

4.25 – Student Dress and Grooming

Students found to be in violation of district policy will be reprimanded. Consequences may range from a verbal warning to the student being required to adjust, modify, or change his/her dress to correct the violation.

4.9 – Tardies

Promptness is an important character trait that District staff is to encourage 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.

Date Adopted: February 24, 2004

Last Revised:

A student is tardy at 8:00 a.m. and should report directly to the office. A student is considered as leaving early if he/she leaves before the 3:15 p.m. bell rings. Parents must report to the office to check their child out. By law, students with excessive absences or tardies will be reported to the prosecuting attorney's office. Students who are tardy or leave early will not be counted as having perfect attendance.

ALL DISRUPTIONS AND INCIDENTS OF MISCONDUCT SHALL RESULT IN A MINIMUM CONSEQUENCE OF A VERBAL WARNING TO A MAXIMUM CONSEQUENCE OF EXPULSION.

4.47 - POSSESSION & USE OF CELL PHONES, BEEPERS, ETC.

Students are not allowed to have cell phones and/or smart watches at PES. If a student is found with a cell phone or a smart watch, the device will be taken and parents will be required to pick the device up in the office.

Playground Expectations and Rules

1. Follow all directions given by teachers and staff concerning all playground equipment.
2. No fighting, fussing, cursing or name calling on the playground.
3. No pushing, shoving, wrestling, boxing, and kicking or playing tackle football.
4. No throwing objects of any kind on the playground. Example: rocks, sticks, dirt, pine cones, etc.
5. No child is allowed to leave the playground without permission from the teacher.

CAFETERIA EXPECTATIONS AND BEHAVIORS

Students are to behave in the cafeteria in a manner that allows others present a pleasant atmosphere in which to eat their meal. Their behavior in the cafeteria should be based on courtesy and cleanliness. This means leaving the area in the condition in which you would like to live. Therefore, students must follow all directions given by the duty personnel.

Severe Disruption

The student/students will be removed immediately from the cafeteria and after investigation by the principal or assistant principal. The principal will then make a decision on the disciplinary action for the disruptive child. The lunchroom duty personnel will not make decisions of disciplinary measures. The person on duty may only move students to isolation while in the lunchroom. All other disciplinary actions will be determined by the teacher or principal.

School Rules/Discipline

In order to guarantee your child and all children in our classrooms the excellent learning climate they deserve, Prescott Elementary School teachers and administrators are using the following Discipline Plan. We are asking that you discuss this plan with your child.

Students who follow the rules will be rewarded. Students who do not follow these rules will be dealt with in the following manner. **All teachers are required to hold a parent/guardian conference before sending a child to the office unless the misconduct is of a severe nature such as fighting, cussing, threatening to assault another student or an adult, or has possession of any type weapon. Grade level teachers will follow the discipline steps listed below before a child is sent to the office. All discipline infractions and student misconduct will result in a minimum consequence of a verbal warning to and maximum consequence of an expulsion.**

Kindergarten

On a daily basis, students in classrooms are expected to obey the following rules:

1. Follow directions.
2. Be kind to others.
3. Make wise choices.

1st violation- Warning

2nd violation- Miss ½ of recess

3rd violation- Miss all of recess

4th violation- Parent Conference

5th violations – Office visit

First Grade

On a daily basis, students in classrooms are expected to obey the following rules:

1. Follow directions.
2. Be kind to others.
3. Make wise choices.

1st violation– Warning

2nd violation– Miss ½ of recess

3rd violation– Miss all of recess

4th violation– Teacher conference with parent

5th violation– Office visit

Second Grade

On a daily basis, students in classrooms are expected to obey the following rules:

1. Follow directions.
2. Be kind to others.
3. Make wise choices.

- 1st violation- Warning
- 2nd violation- Student will miss 10 minutes of recess
- 3rd violation– Student will miss whole recess
- 4th violation- Teacher will have a conference with a parent or guardian (in person or by phone)
- 5th violation- Office Visit

Third Grade

On a daily basis, students in classrooms are expected to obey the following rules:

1. Follow directions.
2. Be kind to others.
3. Make wise choices.

Steps of discipline are followed throughout the week and then start over the next week.

- 1st Violation - Warning
- 2nd Violation – Miss recess
- 3rd Violation – Parent conference in person or over phone
- 4th Violation – Office visit

Fourth Grade

On a daily basis, students in classrooms are expected to obey the following rules:

1. Follow directions.
2. Be kind to others.
3. Make wise choices.

Steps of discipline are followed throughout the week and then start over the next week.

- 1st Violation - Warning
- 2nd Violation – Miss recess
- 3rd Violation – Parent conference in person or over phone
- 4th Violation – Office visit

Office Visits for Discipline

All teachers are required to hold a parent/guardian conference before sending a child to the office unless the misconduct is of a severe nature such as fighting, cussing, threatening to assault another student or an adult, or has possession of any type weapon. Note: All students are subject to a minimum consequence of a verbal warning from teacher to an expulsion by the principal.

Discipline of students will be based upon the severity of the offense and the student's number of disciplinary notices and visits to the office. The discipline of students who receive special services or have 504 plans will be handled according to the IDEA rules and regulations, and state and federal laws. It is the Principal's discretion what actions will be taken once a student is sent to the office. There is no way that every inappropriate behavior can be listed in the handbook.

**Consequences : Minimum – Verbal Warning
Maximum – Expulsion**

Other Consequences:

- Conference with Principal
- Conference with PES counselor
- Corporal Punishment - All certified teachers are designated to administer and witness corporal punishment.
- Out-of-School Suspension (OSS)
- Time-Out
- FINS Petition filed with the Court (Family In Need of Services)
- Report to School Resource Officer

Promotion and Retention

All students K-6 must pass both reading and math to be promoted. Students who are not proficient on state mandated test must participate in IRI (Intensive Reading Intervention) and will participate in RTI (Response to Intervention). Students who do not participate shall be subject to retention. Any child with a D in reading and/or math will be recommended for retention. Any child with an F in reading or math will be retained. All grades are based on educational objectives only.

Kindergarten – Kindergarten students must have a passing report card grade in reading and math as reflected from work and tests reflecting educational objectives for kindergarten. Any child with a 2nd semester average of a D in reading and/or math will be recommended for retention. Any child with at 2nd semester average of an F in reading and/or math will be retained.

In order for any student to be retained, there must be documented evidence from the teacher detailing efforts of tiered interventions. There will be intensive review of the documented evidence by the intervention team in order to determine if retention would be beneficial.

First Grade – First grade students must have a passing report card grade in reading and math as reflected in work and tests of educational objectives for first grade. Any child with a 2nd semester average of a D in reading and/or math will be recommended for retention. Any child with at 2nd semester average of an F in reading and/or math will be retained.

In order for any student to be retained, there must be documented evidence from the teacher detailing efforts of tiered interventions. There will be intensive review of the documented evidence by the intervention team in order to determine if retention would be beneficial.

Second Grade - Second grade students must also have a passing report card in reading and math as reflected from work and tests of educational objectives for second grade. Any child with a 2nd semester average of a D in reading and/or math will be recommended for retention. Any child with at 2nd semester average of an F in reading and/or math will be retained.

In order for any student to be retained, there must be documented evidence from the teacher detailing efforts of tiered interventions. There will be intensive review of the documented evidence by the intervention team in order to determine if retention would be beneficial.

Third Grade – The student must pass reading and math. Any child with a 2nd semester average of a D in reading and/or math will be recommended for retention. Any child with at 2nd semester average of an F in reading and/or math will be retained.

In order for any student to be retained, there must be documented evidence from the teacher detailing efforts of tiered interventions. There will be intensive review of the documented evidence by the intervention team in order to determine if retention would be beneficial.

Fourth Grade – The student must pass reading and math. Any child with a 2nd semester average of a D in reading and/or math will be recommended for retention. Any child with at 2nd semester average of an F in reading and/or math will be retained.

In order for any student to be retained, there must be documented evidence from the teacher detailing efforts of tiered interventions. There will be intensive review of the documented evidence by the intervention team in order to determine if retention would be beneficial.

Promotion or retention for IEP students will be based on IEP progress and parent recommendations.

Previously retained students not making progress will be recommended for appropriate 504 accommodations or further testing upon the decisions made by a 504 committee. The committee will be made up of the classroom teacher, counselor, principal or assistant principal, resource teacher, and the parent.

Prescott Elementary School

Parent & Family Engagement Plan

The school will ask parents to fill out a parent interest survey, no later than October 2023, to get information from parents concerning activities they feel will be most beneficial in the efforts to support their child academically. The Prescott Elementary Parent Engagement Facilitator and Prescott Elementary Principal, will be responsible for distributing and collecting survey data.

The school will evaluate the activities that were suggested in the survey and use this as a base for determining parental involvement needs for the school year.

The Prescott Elementary Parent Engagement Facilitator will use the data from the surveys to contact a diverse group of parents to serve on the Parent and Family Engagement committee. This committee will meet twice during the year to discuss, analyze, and evaluate the plan.

The school will also evaluate parental engagement activities that were held during the school year and those suggested by parents at the end of the school year (May 2024) as part of the annual parent and family engagement plan evaluation. Parental and Family Engagement committee members will evaluate and make recommendations for the upcoming school year. Prescott Elementary School Parent Engagement Facilitator and the Prescott Elementary Principal will share all information including results of the surveys with the district PFE committee in June 2024.

The parent and family engagement plan will be available on our school website, <http://curleywolves.org> for all parents to see. Copies of the plan will be available in the office for those that do not have access to a computer.

The PES facilitator will ensure that weekly or monthly newsletters are distributed from each grade-level beginning in August. The newsletters will be developed with the participation of the teachers and staff. These newsletters will be handed out for each student to take home. The newsletter will include school news and parenting tips related to school achievement such as homework tips and study skills.

The school uses their website, <http://curleywolves.org>, to share pertinent information to parents and students. Parents can also access their child's grades through Home Access by using a PIN number that they received at the beginning of the school year. Parents may use email to communicate with members of the school staff.

Each teacher will send home a folder containing student papers and work samples each week.

Teachers will contact parents as needed. Teachers will contact parents on an individual basis to communicate about their child's progress.

The school will provide the parents progress reports every four weeks. October 2023 and March 2024, teachers will conference with parents and provide information regarding their child's academic progress and upcoming classroom and school events. The meetings are held from 2:00-8:30 pm but parents can schedule for a different time, if needed.

The school will hold an orientation for parents to inform them about the school's participation in the Title 1 program and to encourage parents to be involved with reviewing and revising the Title 1 plan. This meeting will take place in the fall of 2023.

Teachers will hold conferences with parents of children in their classrooms in October 2023 and March 2024. Parents will be given summary reports of their child's test scores and be provided with an explanation of the interventions taking place. Parents will be asked to engage in discussion of how they can support these efforts. Parents will be given suggestions for coordinating school-parent efforts, as well as explanations of grading procedures and homework.

The school will encourage parents to volunteer and participate in activities. A volunteer training will be provided in August 2023. All volunteers will pay for and agree to a background check if they are working one-on-one with a child outside of the normal classroom.

Prescott Elementary School teachers will participate in an annual workshop on the importance of building positive relationships with parents during August 2023. Teachers have access to Arkansas IDEAS for additional support and training, if needed. During our PES open house PES principal and each classroom teacher will express the importance of parent engagement and contribution to their students learning. Parents have the availability to communicate through phone calls, emails, or student take home folders. An offer will be extended to parents of Prescott Elementary School to join a Parent Teacher Partnership.

The school has a district website page and Facebook page that is available with information pertaining to each building and district with weekly and monthly engagement activities where parents can access information.

Prescott Elementary will distribute informational packets each year that includes a copy of Title 1 Goals, the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students in school, suggestions of ways parents can become involved in their child's education,

parental involvement activities planned for the school year, parental rights, and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, email). PES school secretary will copy materials that will be put in this packet. The classroom teachers are responsible for putting the packets together and giving them to parents during Parent Orientation that will be held in August 2023.

To promote and support responsible parenting, the school shall, as funds are available: purchase parenting books, magazines, and other informational materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review. The school's policy handbook describes the process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.

The school has a Parent Teacher Partnership organization that meets a few times a year to discuss and help support the needs of the students, parents, and the school.

The school has planned parent nights for the fall and spring to provide assistance to parents regarding the school curriculum and parenting tips.

Parent nights are planned for the fall and the spring. Community organizations and businesses are invited to provide support for students and parents in areas related to health, mental wellness, safety, etc. The local health department, fire department, police department, and our on-site counselors are extended an invitation to be there for support.

Kindergarten host a kindergarten transition day to encourage students to come and tour the building and meet staff and see classrooms. Kindergarten is also hosting a Kindergarten Kickoff as a transition for incoming kindergarten students. PES will plan on a muffins for moms, donuts for dads, and grandparents breakfast. Community and committee members are asked to volunteer to help serve the parents and students breakfast. Community members also volunteer to read to students.

The school will conduct an annual Title 1 meeting separate from any other meetings or activities to ensure that they have ample time to provide an explanation of school curriculum, identify information on forms of academic assessments used to measure student progress, and give information on the proficiency level that students are expected to meet. This will be held in the fall of 2023. Angie Bryant, Federal Programs Coordinator, Kimberly Grimes, PES principal will conduct the Title I meeting. Parents will have opportunities to suggest ideas and activities as they relate to Title I

program to increase parent and family participation and build a stronger parent and school partnership. An agenda, sign-in sheet, and minutes will be kept in the Prescott Elementary Office. A copy will be given to the district Parent and Family Engagement coordinator. The agenda and minutes will be posted on the district's website, curleywolves.org under state required information, Title I.

School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help each child achieve the state's high academic standards. All stakeholders will sign the compact. The school secretary, Mrs. Satarra Williams, will copy the compact and then distribute it to staff members. Teachers will be responsible for handing out the compacts and discussing them with parents during Parent Orientation in August 2023.

The school will ask parents to fill out a parent interest survey, no later than October 2023, to get information from parents concerning activities they feel will be most beneficial in the efforts to support their child academically. Jessi Thompson, Prescott Elementary Parent Engagement Facilitator and Kimberly Grimes, Principal, will be responsible for distributing and collecting survey data.

The school will evaluate the activities that were suggested in the survey and use this as a base for determining parental involvement needs for the school year.

The school will also evaluate parental engagement activities held during the school year and those suggested by parents at the end of the school year (May 2024) as part of the annual parent and family engagement plan evaluation. Parental and Family Engagement committee members will evaluate and make recommendations for the coming school year. Jessi Thompson, the elementary Parent and Family Facilitator will share all information including results of the surveys with the district PFE committee in June 2024.

Compact Link:

https://drive.google.com/file/d/1VXDjiur_4KfsC116OFWg1XS4F14FdB5f/view?usp=sharing

Our school does not receive more than \$500,000 in Title I allocation

School Name:	Prescott Elementary School
School Engagement Facilitator Name:	Jessi Thompson

Committee Members.

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Jessi	Thompson	PES Parent Liaison
Kimberly	Grimes	PES Principal
Shannon	Henderson	PES Teacher
Brenda	Smith	PES Counselor
Kayleigh	Herr	Parent
Kelsey	Dendy	PES Teacher
Jamie	Hillery	Community Member
Khaalid	Stewart	Parent
Cassie	Gonzales	Parent

It shall be the policy of the Prescott School District that the most recently approved version of the Student Handbook be incorporated 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 18 years of age or older have acknowledged receipt of the controlling language.

Prescott Public Schools has the responsibility to inform students of their rights and responsibilities; likewise, the student has the responsibility to know and abide by the rules and regulations of the school and the district. It is necessary for parents to familiarize themselves with school regulations, laws, procedures, and policies to eliminate misunderstandings and join in the effort to maintain a quality educational program.

This year the district is posting an electronic version of the student policies & handbook on the website, www.curleywolves.org. Parents may elect to use the electronic version or request a printed copy of the handbook. Please mark which version you want, sign, and date. You will need to return this completed form to your child's school.

PLEASE CHECK either Option 1 or Option 2:

OPTION 1:

_____ I will use the electronic version of the district student policies & handbook.

OPTION 2:

_____ I request a printed copy of the district student policies & handbook.

NOTICE FOR SCHOOL HANDBOOK SECTION CHANGES:

_____ I have received a printed copy of the changes for my child/children's school section of the handbook.

_____ Parent/Guardian's Signature

_____ Student's signature

_____ Date

Approved by School Board: October 24, 2014

PRESCOTT JUNIOR HIGH SCHOOL

STUDENT HANDBOOK 2023-2024



Handbook Committee Members:

Jay Turley, Principal

Kelly Dice, Teacher

Haleigh Glass, Counselor & Parent

Tommy Poole, Principal

Willie Wilson, Dean of Students

Lisa Madden, ALE

Billy Rook, ALE

Valarie Cobb

Rev. Noggle

Lily Koger

Jamarion Burton

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PRESCOTT JUNIOR HIGH SCHOOL HANDBOOK SECTION

Extracurricular Classes

Students may be assigned to no more than one (1) class period each day for organized and scheduled student extracurricular classes that the student shall be required to attend and participate in for the full class period. Extracurricular classes related to a seasonal activity shall meet for an entire semester whether or not the season ends prior to the end of the semester. Students must attend and participate in the class for the entire semester in order to receive credit for the course. For the purpose of this policy, extracurricular classes is defined as school sponsored activities which are not an Arkansas Department of Education approved course counting toward graduation requirements or classes that have not been approved by the Arkansas Department of Education for academic credit. Such classes may include special interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities.

Course Enrollment Outside of District

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

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

TELEPHONES (School phones)

Telephones in the office are for school business. Students will not be called to the telephone during class periods except in the case of an emergency. If a student is sick, he/she must come to the office to use the telephone to contact his/her parent or guardian to check-out. Students may not use extension phones outside of the principal's office.

MEDIA CENTER

The Prescott Junior High School Media Center serves the students and faculty as a learning resource center, supporting the educational process with varied types of media. The media center offers group study areas, individual study space, and ease of access to materials.

The key word to the media center's work is service. The media center offers a variety of services to the students and faculty. The media center has access to the resources available at the Southwest Arkansas Educational Cooperative and obtains resources as requested for use at PJHS. It provides reference and reserve services for faculty and students. Equipment is available for the production of transparencies, audiotapes, and videotapes.

There are several computers and a printer available for student and faculty use. The computer make Internet access available for approved users. Research is enhanced with several computerized search engines and other computerized research tools, as well as a computerized periodical index.

Faculty members may schedule to bring a class to the media center for a special assignment, which requires the use of media materials. The media center is available from 8:00 a.m. to 3:15 p.m. each day. Liberal circula on policies enable patrons to use materials. Circula on control has been automated, and checkout procedures should be followed carefully. Books may be checked out for two weeks unless otherwise restricted. Reserve books may be checked out overnight, but must be returned before the first period of the following day. Some reference materials are for use in the media center only. All books returned should be dropped in the slot at the circula on desk.

Fines for overdue books are charged at a rate of five cents per day. A fine of one dollar (\$1.00) per day is charged on overdue reserve books. If a book is overdue, the fine should be paid at the me the book is returned. If a book is damaged, destroyed, or lost, the cost will be charged to the student who checked out the book.

Each student entering the media center must have a pass from a teacher. If accompanied by a teacher, the student is not required to have a pass. Maximum use of materials in the media center is the ultimate goal and each student is encouraged to utilize this facility as much as possible.

Students may NOT participate in Extracurricular activities; field trips, etc., unless fines are paid.

SCHEDULE CHANGES

Schedule changes are made in case of misclassification or errors and in case of absolute necessity. The student must consult the counselor for advice in changing schedules. All changes must be approved by the principal.

REPEAT COURSES (8th grade students taking high school credit courses)

Students may repeat courses with the approval of the Counselor and Principal. The lower of the two grades will be deleted from the student's transcript when the course has been successfully completed.

The course must be repeated before taking the next course in sequence unless approved by the Counselor and Principal. This is for 8th grade students taking High School credit courses.

EXTRACURRICULAR ACTIVITIES

Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities. Extracurricular activities are an integral part of the total educational program of the Prescott School District. Broadness and scope characterize a good activity program. Therefore, the Prescott School District will provide opportunities for all students in athletics and physical development, speech and drama, journalistic and creative writing, music, recreation, hobbies, social development, and academic and other interests not covered in a regular curriculum, clubs, and student government. Each is of equal educational importance if it meets a real need for a sufficient number of students. A great and continuing effort will be made to spread the benefit of the extracurricular program to as large a percentage of the student body as possible.

Because of extracurricular program growth from year to year in complexity and size, the school administration must of necessity devote more time and attention to its organization and supervision. The following principles will be adhered to:

1. The school will supervise all extracurricular activities, including control and discipline.
2. The principal will approve activities before they are launched.
3. All extracurricular activities should have worthwhile values, rather than being purely for leisure time enjoyment.
4. School size, school need and the individual needs of a student will determine the number and type of activities to be developed.
5. A good counseling and educational guidance program will help each student to plan a program of curricular and extracurricular activities leading to his well-rounded development. All extracurricular activities will be democratic in nature so that as many students as possible may participate without being excluded by social or economic snobbery.
6. Secret societies are prohibited.
7. Extracurricular organizations will not be permitted to enroll members unless they are students or employees of the school.
8. All activities will be scheduled in advance to avoid conflicts in dates and to facilitate administrators.
9. Activity expenses should be kept as low as possible.
10. The school will closely supervise all extracurricular funds and accounts.
11. All activities will be developed by the cooperative planning of students, teachers and building administrators.
12. Extracurricular activities shall not be scheduled during semester tests or state mandated test to include the dates prior to testing.
13. Activities on campus during holidays must be pre-approved in writing by the High School Principal

ATHLETICS/EXTRACURRICULAR ACTIVITIES STUDENT ABSENCES

Attendance in class is most important if students are to master the subject being taught. It is also recognized that athletics and other extracurricular activities are an integral part of the school program. Recognizing the above, the following absentee policy will be enforced.

Lists of students who will be absent because of athletics, extracurricular activities and other school-sponsored activities will be turned in to the principal's office on Friday prior to the week of the anticipated absence. The lists will be typed and distributed to all teachers by the end of the first period on Monday. Any additions or substitutions must have the approval of the principal and will be in the form of a memo distributed to all teachers. A master list showing absences will be kept in the principal's office.

Students are not to be excused from a class to do something for the teacher or another teacher, unless written permission is granted by the teacher.

Any work that was assigned prior to school sponsored events will be required to be completed by scheduled time.

MISCONDUCT - ATTENDANCE AT EXTRACURRICULAR EVENTS

Disciplinary Measures:

Removal from extracurricular event

Banned from extracurricular activities for the entire school year

Depending on the seriousness of the misconduct, students may be recommended for expulsion.

ACADEMIC REQUIREMENTS FOR COMPETITIVE INTERSCHOLASTIC ACTIVITY PARTICIPATION

The State Standard Requirements for Junior High: The second semester eighth grade and 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, Arkansas Public Schools. Ninth grade students must meet the requirements of the senior high scholarship rule as set forth below 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.

The State Standard Requirements for Senior High: In order to remain eligible for competitive interscholastic activity, a student must have passed two (2) academic courses the previous semester and either:

- have earned a minimum Grade Point Average of 2.0 from all academic courses the previous semester or
- have met the "proficiency standard" as defined by the State Board of Education on the state criterion referenced tests, including both the mathematics and literacy tests, for twelfth grade eligibility or
- have achieved at or above the 50th percentile on the Basic Battery on the norm-referenced test administered by the state for tenth and eleventh grade eligibility.

Students with disabilities, under IDEA, function under conditions specified in their Individualized Education Program (IEP) in order to be considered eligible to participate in competitive interscholastic activities. In order to

be considered eligible to participate in these activities, students with disabilities must pass at least two (2) courses required by the student's IEP.

STUDENT CLUBS/ORGANIZATIONS

There are several student organizations at Prescott Junior High School, and our students are encouraged to become active members in the organizations of their choice. Student organizations offer young people opportunities to develop leadership and service skills. Participation in school organizations encourages active involvement as citizens in later life. A standardized application has been prepared for all organization offices. This form provides a place for the prospective candidate to list all extracurricular activities, offices held and membership in school organizations, as well as the student's reasons for becoming a candidate. Equally important, all candidates must have attained at least a 2.00 cumulative grade point average, must be in good standing in all classes and must not have been suspended or expelled from school or a class during the current school term. It is the responsibility of the sponsors and advisors to screen all applicants and determine who will be eligible to run for office. The number of extracurricular activities and the student's ability to fulfill all responsibilities involved with that office will be deciding factors. This consideration will allow for offices in some organizations which are more active than the same offices in other organizations. A student who fails to maintain a "C" average will not participate in the affairs of the office until the grade average is restored. The suspension or the expulsion from school of a student will automatically terminate the term of office. Students who have not regained eligibility status ("C" average) after the next grading period may be permanently suspended from the office.

A student may be president of only one student organization or class. (Editor of a school publication is considered the same as president of an organization.) Organizations include Arkansas Governor's Academic Quiz Bowl, Art Club, FBLA, FCCLA, FFA, FTA, Key Club, NHS, Science Club, Student Council, Dynamo, French Club, Wolf Trail and freshman, sophomore, junior and senior classes.

Students may take only two non-academic courses and/or activities during a school year. These include athletics, cheerleader, publications, band, majorette, teacher aides, office aides and library aides.

All activities of the pupils which are both sponsored by the schools and carried on in the public school buildings or grounds are considered a part of the educational program and as such will be supervised by the teachers and principals. Student clubs that provide group activities which are in conformance with the educational objectives of the school system are to be encouraged to the extent that they contribute to the training and development of the student. Such clubs shall be under the direction and supervision of certified school personnel and in conformity with the policies of the Board of Education.

Student clubs must be approved by principals. Organizations are limited to two fund-raising projects a year.

Student organizations engaged in competition with other schools will meet all requirements of their governing body.

Junior FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

Future Business Leaders of America is a national vocational education organization for all students in high school who are interested in and/or preparing for business and/or office or business education careers.

The purpose of FBLA is to provide, as an integral part of the instructional program, additional opportunities for secondary students to develop vocational and career supportive competencies and to promote civic and personal responsibility.

FELLOWSHIP OF CHRISTIAN ATHLETES/STUDENTS

The purpose of this organization is to address issues that are relevant to high school students from a Christian perspective.

SCIENCE CLUB

Any student enrolled in high school that is taking or has taken a science course may become an active member of the PJHS Science Club. The goals of this organization are to promote careers in science, to broaden students' science background and to increase their interest in science.

FRENCH CLUB

The purpose of the club is to promote the French culture and provide students with more opportunities to practice French through field trips.

STUDENT COUNCIL

The Student Council is the representative organization of PJHS and is a tie between the faculty, community and the student body. The aims of the Council are to establish higher ideals of conduct, to give students leadership experience, to encourage student participation and to foster loyalty and cooperation throughout the school. President, vice-president, secretary-treasurer and parliamentarian of the Student Council will be elected each spring according to the guidelines of the Council constitution. Five representatives from each of the four classes are also elected to serve on the Council. If other activities prevent a member from attending meetings or from participating in other Student Council work, the member can be impeached by a majority vote of the Councilor the faculty advisor and two other faculty members. In the event of impeachment and removal, a new member will be nominated and elected by the current Council members.

CHEERLEADERS

Cheerleaders must meet the school, state and AAA requirements to participate. All other requirements are set forth in the Athletic Handbook.

ATHLETICS

Any student who meets the requirements as set forth by the school, State and by the Arkansas Activities Association is eligible to become a member of the Prescott Junior High athletic teams. For more information see the Athletic Handbook.

INSTRUMENTAL AND VOCAL MUSIC

Any student enrolled in Prescott Junior High School who meets the requirements set by the AAA, ADE and the Prescott Schools is eligible to participate in the instrumental program with the prior approval of the instructor. The program includes: marching band, symphonic band, basketball band, brass ensemble, woodwind ensemble and individual solo.

PUBLICATIONS

The staff policy is to record each school year as accurately and as entertainingly as possible in the yearbook. An opportunity is provided each student to have an individual photograph in the book, along with club and group pictures. The book is financed by yearbook sales and advertising.

The principal has final editing rights in all school publications.

ARKANSAS GOVERNOR'S ACADEMIC QUIZ BOWL

It is sponsored by the Governor's office and the Department of Education. Tryouts for the team take place in the fall and the competitions take place in March and April of each year. This is an academic competition based on general knowledge. The winning team members of the state tournament each receive a \$1,000 scholarship.

AWARDS AND HONORS

SCHOOL SERVICE AND CITIZENSHIP AWARDS

School Service and Citizenship Awards are presented each year to deserving students who have demonstrated outstanding service to the school or have been outstanding citizens while attending Prescott Junior High School. The recipients of these awards are chosen by a vote of the faculty or special committee.

SCHOLASTIC AWARDS

Scholastic awards, in any given subject, may be given to a student by any individual teacher at the end-of-the-year awards ceremony. Each teacher determines the criteria he/she will use for the receiving of an award.

ARRIVAL

When entering the main building in the morning, ALL students will enter through the front doors - no other doors will be accessible (except for teachers).

ENTERING BUILDING BEFORE SCHOOL

5th and 6th grade students will be allowed to enter the building before 7:55 a.m., and will be directed to the 5th and 6th grade hallway. 7th and 8th grade students will report directly to the cafeteria. At 7:55, students will report for their homeroom class. Students are considered tardy after the 8:00a.m. bell, unless approved by the principal.

PERSONAL PROPERTY

The student alone is responsible for his/her personal property and school materials. The student must take care of it, keep up with his/her belongings and not leave things lying around the campus. The students should be careful with money and not bring large amounts to school. Girls should keep their purses with them at all times. Students in athletics or gym class should keep personal property under lock and key. Lockers are subject to random searches at any time.

SKIP DAYS

Prescott Junior High School and the School Board do not approve of "Skip Days" for any reason individually or in combination with other students. Students who, individually or in combination with other students, participate in a Skip Day are subject to disciplinary action for truancy.

A conference with the parent, teacher, and Dean of Students will be held for minor fractions before consequences are administered.

ATTENDANCE

Students may not choose ISS or corporal punishment.

Compulsory Attendance Law: Arkansas Code Annotated § 6-18-222 imposes a civil penalty against the parents of certain school age children who are absent from school a specified number of days. Section 6-18-222(a)(6)(A) also clearly provides that when the school district notifies the prosecuting authority that a student has exceeded the specified number of unexcused absences, the prosecuting authority shall file a truancy petition in juvenile court or enter into a diversion agreement.

When a student leaves the high school campus at any time during the school day he/she must follow the listed procedures:

1. A parent or guardian must check-out a student in person. A parent/guardian or designee may come to the school to arrange a student check out time between 6:45 and 3:45 prior to the student needing to leave the school.
2. All sign out sheet information must be completed.
3. Any student leaving the school campus without permission will be considered truant and given the following:
 - A. 1st offense -corporal punishment or 2 days ISS
 - B. 2nd offense corporal punishment or 3 days ISS
 - C. Repeat offenders will receive 5 days ISS and FINS filed

These days will be counted towards the Compulsory Attendance Law.

4. Written notice from a parent or guardian is required upon a student's return to school, stating the cause of absence. As soon as the student returns to campus after an absence, they are to go to the principal's office to get an admit slip. No student will be allowed in class until they receive the admit slip.
5. After hearing the reason for an absence, the principal or his/her designee will determine if the absence is excused or unexcused.
6. If a student missed one (1) or more classes and comes to school later in the day, he/she must sign in at the principal's office and follow the above procedure to be admitted to the missed classes.

7. If a student must leave school after arriving, he/she must go through the principal's office and follow the above procedure to be admitted to the missed classes.
 8. Students will not be allowed to use the phone to call parents or guardians to get permission to check out unless they are sick.
 9. If a student leaves campus without his/her parent/guardian checking them out through the office, the student will be considered truant.
- Any change from the above-listed process can be approved only by the high school principal.

TARDIES

Promptness is an important character trait that District staff is to encourage 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.

- Tardies start over at the end of each semester
- Every four (4) restroom breaks in a class equals one (1) tardy

A student will be assigned Saturday School as follows:

Three (3) tardies – Saturday School

Six (6) tardies – Saturday School

Nine (9) tardies – Saturday School

Twelve (12) tardies – Saturday School

Additional tardies may result in further disciplinary action.

****In a 60 minute class, if a student is 10 minutes late, this is considered as an absence.**

****In a 90 minute class, if a student is 20 minutes late, this is considered as an absence.**

We encourage the student to come to class regardless if he/she is going to be tardy.

TRUANCY

A student is truant if the student:

- 1) Leaves school without properly checking out
 - a. 1st offense - corporal punishment or 2 days ISS
 - b. 2nd offense - corporal punishment or 3 days ISS
 - c. 3rd offense - will receive 5 days ISS
- 2) Leaves the assigned area or class without receiving verbal or written consent of the instructor or goes to another area for which he or she did not have permission originally.

- a. 1st offense-corporal punishment or 2 days ISS
- b. 2nd offense-corporal punishment or 3 days ISS
- c. 3rd offense-repeat offenders will receive 5 days ISS

Repeated Offenders - three (3) days OSS to Expulsion remainder of Semester.

Compulsory Attendance Law: Arkansas Code Annotated § 6-18-222 imposes a civil penalty against the parents of certain school age children who are absent from school a specified number of days. Section 6-18-222(a)(6)(A) also clearly provides that when the school district notifies the prosecuting authority that a student has exceeded the specified number of unexcused absences, the prosecuting authority shall file a truancy petition in juvenile court or enter into a diversion agreement.

Students are not to be in unsupervised areas. If a student disobeys this directive, the minimum punishment will be a warning. The maximum punishment will be expulsion. Also, criminal trespassing charges may be filed with the local law enforcement.

STUDENT CONDUCT

STUDENT GOALS AND OBJECTIVES

In presenting the instructional program to students enrolled in the Prescott School District, the professional staff will ensure that each student is encouraged and instructed to accomplish the following:

1. To achieve a feeling of self-worth.
2. To accept the worth and dignity of all people.
3. To be creative in the student's selected fields of endeavor.
4. To develop a positive attitude toward the rights and privileges of participating citizenship and an understanding of the responsibilities involved.
5. To grow as a responsible member of the family and recognize the family as the basic social unit.
6. To attain and preserve good physical and mental health.
7. To plan for and appreciate the wise use of leisure time.
8. To develop and maintain a positive attitude toward the learning process.
9. To develop skills and abilities to communicate ideas and feelings.
10. To acquire habits of analytical thinking and problem solving.
11. To achieve the fullest potential in the basic academic areas.
12. To develop skills necessary to utilize all available educational resources.
13. To understand the American economic system and its relationship to a productive life.
14. To realize the role of vocations in society and to understand the changing opportunities open to the student.
15. To acquire an understanding and appreciation of the democratic process,

STUDENTS' RIGHTS AND RESPONSIBILITIES

The Board of Education possesses the responsibility to offer an education that shall be provided in an orderly, healthy atmosphere, both physical and emotional, and treatment that is both firm and fair in all matters pertaining to school life.

Every student shall comply with all rules and regulations of both the State and the Board pertaining to pupil behavior. Codes of student conduct shall be based on maintaining within each school a proper atmosphere for learning. Codes of conduct shall be consistent with the policies of the board which, in turn, shall be in full compliance with State and Federal Statutory provisions.

The punishment for disciplinary infractions will range from a minimum of verbal warning to a maximum of expulsion.

ALL VIOLATIONS OF DISTRICT POLICIES THAT ARE NOT NOTED IN THE DISCIPLINE SECTION OF THE HANDBOOK WILL HAVE THE FOLLOWING PUNISHMENT:

MINIMUM---WARNING

MAXIMUM---EXPULSION

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.

First Offense: ISS for five (5) days - Report submitted to Juvenile Court

Second Offense: OSS for three (3) days - Report submitted to Juvenile Court

Third Offense: Expulsion - Report submitted to Juvenile Court

Reference: District Policy 4.20

Depending on the seriousness of this offense, the First or Second offenses may result in assignment to ALE.

This means excessive profanity, the usage of excessive physical restraint, etc.

DEMONSTRATIONS AND DISORDERLY ACTIVITIES

Demonstrations and disorderly activities on the part of any student or group of students in the school district at any time on school grounds shall not be tolerated by the Board of Education. All students shall be notified that

their participation in any such demonstration activities, no matter how well-intentioned, shall bring about immediate suspension and possible expulsion from the school which they attend.

Demonstrations and disorderly activities on school grounds during school hours shall, if circumstances justify, be promptly handled by civil authorities. Each principal shall be entrusted with the responsibility of maintaining proper order and decorum in his/her school and is fully empowered to enforce this policy.

Disciplinary measures: Minimum – Verbal

Maximum - Expulsion

DISCUSSION/ISSUES/DECISIONS

All teachers are required to attempt to hold a parent/guardian conference before punishment is administered unless the infraction is of a serious nature such as fighting, threatening to assault or assault a school personnel, possession of weapon or drugs, etc.

STUDENT ASSAULT OR BATTERY

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

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common understanding, is calculated to: a) cause a breach of the peace; b) materially and substantially interfere with the operation of the school; c) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation. Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

Disciplinary measures: Minimum - Reprimand Maximum – Expulsion

Reference: District Policy 4.21

RETALIATION

Any form of retaliation, whether verbal or physical, will not be tolerated. Labeling another student as a “snitch” falls into this category.

Disciplinary measures: Minimum - Warning

Maximum - Expulsion

FIGHTING - (POLICE REPORT WILL BE SUBMITTED BY SCHOOL RESOURCE OFFICER)

Acts of violence will not be tolerated, although all fights will be investigated by the school's Resource Officer. PJHS has a ZERO Tolerance concerning fighting.

- a. First offense – 5 days ISS (Students will serve at separate times in order based on the first letter in the alphabet of their last name)
- b. Second offense – 3 days OSS
- c. Third offense -5 days OSS
- d. Fourth offense - Recommendation for Expulsion

Depending on the seriousness of this offense, the First or Second offenses may result in a recommendation of expulsion. This means excessive profanity, the usage of excessive physical restraint, etc.

FIGHTS or ALTERCATIONS

Fights between or among students at PJHS will not be tolerated. All fights will be reported to the Prosecuting Attorney's office as required by law. All reports of fighting will be investigated by the school resource officer [SRO]. If the investigation proves that it is clearly self-defense, then the punishment may be decreased for the student who is defending himself or herself. For a student who fights and throws the first punch, he or she will receive the punishment that is stated in the handbook based on the investigation from the SRO. Parents of students that are under 18 years of age must be present for any investigation by the SRO. Punishment will not be administered until an investigation by the SRO. Students will not be allowed to return to school until the investigation is complete.

If a weapon is involved the consequence will be an expulsion recommendation for the remainder of that term, school year or permanently. Any student who (without defending himself/herself) participates in a gang (group) fight will be recommended for expulsion.

If a student is being harassed at school or a school function, the student should report to the nearest faculty member.

If two (2) or more students assault or commit battery (jumps) one student, those students may be recommended for expulsion for the remainder of the school year.

ARREST

Expulsion for all offenses.

ASSAULT OR THREATENING TO ASSAULT A STUDENT, SCHOOL EMPLOYEE, OR VISITOR

Assault: An unprovoked attack, either physical or verbal. The willful attempt or threat to inflict injury upon the person of another coupled with the apparent present ability to do so. Any display of force that would give the victim reason to fear bodily harm is assault, even if touching or striking doesn't occur.

The Board of Education authorizes the superintendent or designated official to automatically suspend any student who willfully and intentionally assaults or threatens to assault or abuse any student, employee or visitor. A student determined to be guilty of the above will be subject to a ten (10) day school suspension. Depending on the circumstances and seriousness of the act, the student could be recommended for expulsion for the remainder of the term, year or permanently. All principals (or other person in charge) of the Prescott School District who have direct knowledge or have received information leading to a reasonable belief that a student enrolled in the Prescott Public Schools has committed a felony on school property, or while under school supervision, or has committed any other violent criminal act against a teacher, school employee or student, shall immediately report the incident to the superintendent of schools.

A person commits the offense of communicating a death threat concerning a school employee or student if any one of the following conditions are met:

- a. The person communicates to any other person a threat to cause the death of a school employee or student
- b. The threat involves the use of a firearm or other deadly weapon
- c. A reasonable person would believe the person making the threat intends to carry out the threat
- d. The person making the threat purposely engaged in conduct that constitutes a substantial step in a course of conduct intended to culminate in the commission of the threatened act
- e. There is a close temporal relationship between the threatened act and the substantial step.
- f. Corroboration by witnesses that a death threat was made. Recommendation for Expulsion for one (1) calendar year.

Conduct is not a substantial step under this section unless it is strongly corroborative of the person's criminal purpose.

Communicating a death threat concerning a school employee or student is a Class D felony. (Ark. Act 1046; 2001)

Violation of the above rule: Recommendation of expulsion for one (1) calendar year.

INSULT OR ABUSE OF TEACHER

- a. Any person who shall abuse or insult a public school teacher while that teacher is performing normal and regular or assigned school responsibilities shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than one hundred dollars (\$100) nor more than one thousand five hundred dollars (\$1500).
- b. Each school district shall report to the Department of Education any prosecutions within the school districts under this section. (Statute 6-17-106)

Consists of: Violent, abusive, obscene or profane language addressed to a teacher or other school employee;

- c. By threatening to fight or challenging to fight, or fighting a teacher or other school employee; Use of abusive, violent, obscene or profane language whether addressed to a specific party or to the public generally;
 - d. Striking, or attempting to strike, a teacher or other school employee;
 - e. Wronging, in speech, reproaching coarsely, disparaging, reviling or maligning.
- Student(s) violating this rule may be recommended for expulsion.

Prescott Junior High School Student Dress and Grooming Policy 2023-2024

The Prescott 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. This policy has been developed and is adopted by the Board of Education to preserve a neutral environment conducive to learning and to protect the educational process in and mission of the Prescott School District. This dress code shall be in effect at all times in the buildings of the school as well as the school-related activities and practices. It is the intent of the Prescott School District dress code to provide a balance between the student's constitutional rights and the school's responsibility to provide a safe and secure educational environment. Students are encouraged to dress appropriately. Clothing, accessories, hair and other manners of dress (to include, but not limited to, emblems, insignias, badges, or other symbols) not allowed are those that:

1. Are or reasonably could be expected to be disruptive of the learning process.
2. Violate a health, safety or decency aspect of the school operation, including, but not limited to,
 - a. Pajama wear may not be worn on campus (unless it is a designated day and has been approved by the principal.)
 - b. Sunglasses (unless prescribed by a physician) may not be worn inside buildings.
 - c. Shoes (such as house shoes) that do not adequately protect the feet may not be worn on campus.
3. Interfere or reasonably could be expected to interfere with classroom procedures including, but not limited to,
 - a. No headgear of any kind will be allowed to be worn inside the buildings.
This includes scarves and hats and applies to males AND females. (religious head cover exempted).
 - b. No du-rags may be worn on campus or buses.
 - c. No bandanas.
Violation of the rule may result in the confiscation of the head gear.
 - d. Short shorts and open mesh (see-through) clothing without proper undergarments
(clothing worn during athletic practice and events exempted.)
4. Interfere with or invade the rights of others.
5. Advocate or promote gender, religious, ethnic or racial intolerance. The Rebel flag will not be allowed.
6. Indicate gang membership or relationship thereto.
7. Are in opposition to the school, examples of which would include, but not limited to, apparel that has an affiliation with drugs, alcohol, tobacco, is obscene, profane, lewd, or vulgar, or does not sufficiently conceal undergarments.
8. No lace back shirts unless worn with proper undergarment that does not expose any skin.
9. Slits can be in shirt sleeves with no bra showing.
10. No tank tops, spaghetti straps or off the shoulder tops will be allowed.

11. Shorts must be at the knee (touch the top of student's knee). Skirts and dresses must be knee Length.
12. No undergarments should be showing or exposed, this includes shorts.
13. No leggings will be allowed.
14. No skin visible above the knee (cutouts MUST have a type of fabric under them so that skin is not visible).
15. NO BLANKETS ALLOWED ON CAMPUS.

The following apparel will be considered a possible disruption in class and any student wearing such apparel will be sent to the office:

1. Any form of dress that exposes underwear.
2. Sagging pants will NOT be allowed.
3. Any form of spandex not covered by other apparel.
4. Any apparel that causes the midriff, especially the naval area, to be exposed.
5. Any shirt that exposes cleavage.

If a student violates any of the dress codes (explanation for 16 is provided), the student will be referred to ISS for the remainder of the day. Continuous violation of dress code will result in additional punishment. Final decisions concerning wearing apparel will be at the discretion of the principal or his/her designee.

Reference: District Policy 4.25

DAMAGING, DESTROYING, RECEIVING, OR STEALING SCHOOL PROPERTY

The willful or intentional damaging, destroying, receiving or stealing property belonging to Prescott School District, employees, students or visitors will not be tolerated. This includes cutting and defacing school buildings, furnishings and school buses. It also includes vandalism, destruction of or altering of school records, stealing and unauthorized entry into school buildings. Students determined to be guilty of the above shall be suspended and, if the act is serious enough, recommended for expulsion. The school district will attempt to recover damages from students guilty of violating this policy. Parents of any minor student under the age of 18 and living with the parents may be liable for damages caused by said minor in an amount not in excess of \$5,000.

A pupil suspended or recommended for expulsion for damaging, destroying, receiving or stealing property belonging to Prescott School District, employees, students or visitors shall make arrangements with the principal for payment of damages.

Any person who shall willfully destroy or injure any building used as a schoolhouse, or for educational purposes, or any furniture, fixtures or apparatus thereto belonging, or who shall deface, mar or disfigure any such building, furniture or fixtures, by writing, cutting, painting or pasting thereon any likeness, figure, words or device without the consent of the teacher or other person having control of that house, furniture or fixtures shall be fined in a sum double the value of the building, furniture, fixtures or apparatus so destroyed or damaged and shall be fined in a sum not less than ten dollars (\$10.00) nor more than fifty dollars (\$50.00) for each offense, to be recovered by civil action in any court of competent jurisdiction. The consequences provided in this section are in addition to and not in lieu of the consequences provided by other statutes for such offenses.

In all cases:

- a. First offenders of this policy shall forfeit all rights and privileges to hold office/receive honors and shall not be allowed to participate in any extracurricular activities or attend any school functions for a period of one year following the date suspension/expulsion begins. At the discretion of the building principal, the student may have the privileges restored after six (6) months if the student has displayed exemplary behavior. These privileges may be revoked at any time during the remaining six (6) months which will be a probationary period.
- b. Second offenders of this policy shall forfeit all rights and privileges to hold office/receive honors and shall not be allowed to participate in any extracurricular activities or attend any school functions for a period of two years following the date suspension/expulsion begins.
- c. Third offenders of this policy shall permanently forfeit all rights and privileges to hold office/receive honors, participate in any extracurricular activities or attend any school functions.
- d. If a student is suspended or expelled for more days than remain in a semester or term, his/her days will carry-over into the next semester or term.

Minimum-Five days in the In School Suspension and forfeits all rights and privileges to hold office/receive honors, participate in any extracurricular activities or attend any school functions according to the policy guidelines.

Maximum-Expulsion Recommendation

DISREGARD OF DIRECTION OR COMMANDS (INSUBORDINATION)

A student shall comply with reasonable directions or commands of teachers, student teachers, substitute teachers, teacher aides, principals, administrative personnel, superintendent, school bus drivers 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 reasonable instruction of school districts personnel. This includes questioning the integrity or professionalism of the teaching staff and administration or other school personnel in an insulting or abusive manner. Students must follow the grievance procedures in making their grievance known.

Disciplinary Measures:

Minimum - Warning

Maximum - Expulsion

(If the insubordinate behavior may result in the detrimental welfare of students or school personnel)

PROCEDURES TO REMOVE STUDENTS FROM CLASSROOMS

The teacher may remove a student from class when he/she documents that the student has repeatedly interfered with the teacher's ability to teach the students in the class or with the ability of the student's classmates to learn or whose behavior the teacher determines is so unruly, disruptive or abusive that it interferes with the aforementioned.

If a teacher removes a student from class twice during any nine (9) week grading period or its equivalent as determined by the Department of Education, the principal or his/her designee may not return the student to the teacher's class unless a conference is held for the purpose of determining the causes of the problem and possible

solutions. The following individuals need to be present at the conference: principal or his/her designee, the teacher, the school counselor, the parents, guardians or persons in loco parentis and the student (if appropriate). The failure of the parents, guardians or persons in loco parentis to attend the conference shall neither prevent the conference from being held nor prevent any action being taken as a result of that conference.

***If a school personnel determines a student has a cell phone, the student must hand over the cell phone to the school personnel. If the student refuses to hand over the cell phone, they will receive a minimum of 3 days suspension. Repeated offense of this nature may result in being placed in ALE. The punishment for violators for the policy is the same for violation of "4.47 Possession and Use of Cell Phones and Other Electronic Devices."

CELL PHONE AND OTHER ELECTRONIC DEVICES

There will be no cell phones, smart watches, earbuds, headphones, or any other electronic devices allowed on campus at any time. If you for some reason have it then it is to be turned in to the office until the end of school. If you need it for a ballgame or school sponsored trip then it is to be turned in to the office or left in your vehicle until it is time to leave for the game or event.

Violations for each offense:

First offense: Parent will have to come pick up phone. Pay \$10 fine

Second offense: Parent will have to come pick up phone. Pay \$10 fine. Student receives 3 days of ISS

Third Offense: Parent will have to come pick up phone and pay \$10 fine. Student receives 3 days of OSS.

4th Offense: Parent picks up phone. \$10 fine. Student will be recommended for expulsion.

- The monetary punishment for cell phone violations also applies for headphones, earbuds, beats and smart watches.
- Any student found photographing or recording another person (student and/or school personnel) without permission will be disciplined. No inappropriate materials, deemed by school administration, should be present on your electronic device. Posting on social media inappropriate material disrespecting the school will result in discipline action and must be deleted from social media. We are to respect each other and the school itself.

Refusal to Give Cell Phone to School Personnel after Initial Request

Disciplinary Measures:

1st Offense: Remain in ISS after required three (3) days until cell phone is turned in to the office for the parent to pick up. After 10 days recommendation of expulsion.

Ten (\$10) dollar fine for cell phone on campus

2nd & 3rd Offense: Same as 1st offense

4th Offense: Expulsion

Reference: District Policy 4.47

GENERAL MISBEHAVIOR (ALSO INCLUDES DISORDERLY CONDUCT)

Students shall not engage in behavior that interrupts the teaching/learning environment (talking without permission, sleeping, not following directions, lack of class materials, horseplay, etc.).

Disciplinary Interventions:

*minimum – warning

*maximum - depending on the severity of the act or prior offenses: Expulsion

Failure to comply with disciplinary interventions:

*minimum – warning

*maximum - expulsion

Untruthful statements by students

*minimum – warning

*maximum - expulsion

Homebound instruction may be used if deemed necessary. This will be done on a case-by case basis which must be approved by the Superintendent.

The principal or his designee may decrease any punishment on a case by case basis. The principal also reserves the right to recommend expulsion for any extra heinous acts.

Disorderly Conduct – one (1) or more students:

Disciplinary Measures: 1st Offense – OSS five (5) days

2nd Offense – OSS ten (10) days

3rd Offense – Expulsion

LUNCH

All students will eat in the cafeteria during lunch time. No students are to be behind the gym, in the parking lot, at the football field, in the bleachers at the football field or in the new or old gym during lunch time. All students are to be in the main Junior High building during lunch. Students are to use the lunch room restrooms during lunch and before school. If a teacher needs a student during lunch time, the teacher must come to the lunch room and walk with the student to his/her classroom or office. This must be done on a daily basis. If a club is meeting during lunch, the sponsor must provide a list of students to the office each time the club meets. If a student name is not on the list, this will be considered truancy.

BEFORE SCHOOL

7th and 8th grade students are to be in the cafeteria before school. 5th and 6th grade students are to be in the designated 5th/6th grade hallway. Students can attend tutoring before school if approved by their teacher. ***The punishment that is set for "General Behavior" applies to the lunch and graduation policies.

LACK OF REQUIRED CLASS MATERIAL

Students need to have proper materials in order to take part in the learning experience. Failure to do so shows that the student has chosen not to learn at that time, this can result in after school study hall or office referral.

Disciplinary measures: *minimum - warning *maximum - ISS

NON-ALCOHOLIC DRINKING, CHEWING GUM, EATING FOOD OR CANDY IN CLASS

Drinks in classrooms - Water only in clear containers

Disciplinary measures: *minimum - warning *maximum - ISS

RESTROOM POLICY

No backpacks or bags in restrooms.

PROFANITY

Disciplinary measures:

First offense - corporal punishment or 2 days ISS

Second offense - corporal punishment or 3 days ISS

Third offense - repeat offenders will receive 5 days ISS

Profanity directed to a school employee may result in ten days suspension with recommendation for expulsion.

PARENT- If a parent displays disrespectful, rude or discourteous behavior, the parent will receive a certified letter banning him/her from PJHS campus for one (1) year. In the event that a banned parent has a student that is graduating or desire to attend any extracurricular activities, the parent must secure the service of a police officer (on or off duty) to be with them during the graduating exercises or the extra-curricular activities. The parent will be responsible for the expense of the police officer. If the banned parent has any concerns about their student, the parent must contact the SRO to set up a telephone conference. Charges will be filed on the banned parent by the SRO if this is not followed. Any subsequent actions of the mentioned behavior may result in permanent removal or contact from PJHS campus and school personnel (on or off campus). This means that there will be no contact with PJHS facility, attending any PJHS extracurricular activity and being on campus, regardless of being escorted by a police officer. This also applies to social media.

BEHAVIOR NOT COVERED ABOVE

The school district reserves the right to punish behavior which is subversive to good order and discipline in the school even though such behavior is not specified in the preceding rules.

Disciplinary Measures: Minimum - Warning Maximum - Expulsion

Teachers will make a reasonable effort to contact the parent via telephone on discipline infractions that call for after school detention and corporal punishment. The contact will describe the undesirable behavior only and not the punishment. The principal or dean of students will contact the parent and advise them of the punishment according to the criteria that is set by the handbook. Community service will be considered on a case by case basis.

If an allegation is made on any school personnel by a student, an investigation will be addressed by the principal, who may deem it necessary that the investigation is performed by another agency. If the situation proves to be untrue, the student may be recommended for expulsion by the principal to the Superintendent.

CONFISCATION OF DISRUPTIVE ITEMS

School personnel may confiscate any item from a student that they feel is being disruptive and/or hazardous (ex. duck calls, laser lights, video games, etc.). The items will be turned in to the office for the parents to collect, at the time to be determined by the principal.

REPEAT OFFENDERS GUIDELINES

Any student that repeatedly disrupts the education process will be recommended for expulsion or ALE by the principal.

PLAGIARISM (Cheating, copying, claiming another person's work to be his/her own)

First Offense - ISS for 5 (five) days

Second Offense - ISS for 10 (ten) days

Third Offense -Expulsion for the remainder of the year

CHEATING ON STANDARDIZED TEST, PARTICULARLY ACT OR SAT

**** Privileges suspended for taking mentioned tests at PJRHS indefinitely.**

STUDENT PREGNANCIES

It is a policy of the Board of Education that a student who becomes pregnant while enrolled in the local schools shall notify the school principal as soon as possible after the pregnancy has been confirmed.

A pregnant student shall provide the principal a written statement from a licensed physician, including recommendations concerning advisability of school attendance for the pregnant student. An additional statement from her physician shall be provided each six weeks, verifying that she is physically able to continue school.

The same attendance policies, minimum course requirements and rules and regulations as all other students shall govern a pregnant student who chooses to remain in school during the semester in which she expects to deliver the child. However, the physical education program shall be adapted to special needs of pregnant students. In no case shall a pregnant student be removed from school or failed solely because of her pregnancy.

A student shall be readmitted to school after delivery upon a statement from her physician recommending her re-admission.

SOCIAL EVENTS

Any school party or social affair must be approved by the principal and given a date and time. All school parties must have school sponsors present as well as other sponsors that the principal or director of activities may require. Students must conduct themselves at school parties and activities as they would during a school day. Violation of this code of conduct is handled the same as it is during the day. All school activities must end at the time specified by the principal or assistant principal. The school will not sponsor or be responsible for parties that do not meet these requirements. There are many academic and extracurricular activity demands on students' time and this school recognizes that students are entitled to their holidays. Accordingly, there shall be no extracurricular activities to include events and practices scheduled during school holidays, other than district or state level events, without approval of the Board.

Prescott Junior
High
**Parent and Engagement
Plan**

Prescott Junior High understands the importance and necessity of involving our parents in a meaningful two-way communication by creating a partnership which improves student academic and citizenship growth.

Prescott Junior High parents and guardians will find a parent survey and volunteer form in their August, 2023 back-to-school compact. The volunteer forms will be collected, summarized, and given to the principal. These individuals will be invited to participate in an August 2023 district-wide parent engagement volunteer in-service/workshop. District requirements and responsibilities for individuals wanting to volunteer for service in our district will be reviewed at this time. All volunteers must pay for and agree to a background check if they are working one-on-one with a child outside of the normal classroom.

Prescott Junior High Parent and Family Engagement Surveys will be collected by the Prescott Junior High Facilitator-Parent Liaison, who will use the information to create data summary sheets to be examined and discussed by the principal and the Prescott Junior High Parent Facilitator and the Prescott Junior High Family Engagement Committee during their August, 2023 meeting.

This group of individuals representing our parents, school, and community will use the results of the parent interest surveys to discuss ways of improving parent involvement and to address any negative concerns parents may have indicated on their surveys. The minutes of this meeting and future parent-family meetings will be available for viewing in the principal's Office.

Events will be scheduled for the fall and spring semesters to give our parents opportunities to participate in workshops, seminars, and events to assist in the academic, social, and civic growth of their children. On March 14, 2024, Prescott Junior High parents will be asked to complete a second survey. These surveys will be distributed and collected by the parent facilitator and the Prescott Junior High Administrative Assistant. Information from these surveys will be summarized in a reader-friendly spreadsheet. The principal and the PJH Parent and Family Engagement Committee will examine and discuss the feedback from our parents and consider recommendations for the remainder of the school year and for next school year. The survey summary and recommendations will be shared with the Prescott Junior High staff, District Coordinator of Parent Engagement and Prescott School District Superintendent.

All original copies of the surveys and summary sheets will be filed in the principal's office.

Prescott Junior High will develop a school-parent compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve success. Additional items are included in this compact such as: a school calendar, a parent-family engagement survey and a volunteer form, address and contact information form, a student class schedule, and a medical form.

Prescott Junior High administrative assistant will prepare and distribute the individual compacts during open-house orientation or on the first day of school, August 8, 2023. Classroom teachers will send the returned compacts to the office where the administrative assistant will create information binders for use by the staff.

Additional parent/guardian compacts will be available daily in the principal's office for parents enrolling new students to our district.

Additionally, parents will be able to daily check their children's academic progress. Each parent or guardian will be able to access their children's grades by username and password through E-school. They may call the administrative assistant at 887-2521 with access questions.

The principal and the staff at Prescott Junior High understand that parents and guardians are very important to the success of our school. The active participation, support, and input from our patrons are vital in the growth and development of our school. Staff members attend professional development before the start of the school year to receive training on parent and family engagement. This is required every two years.

Each year the principal reviews these parent-family engagement priorities. Teachers and parents will meet at open-house and again at the two scheduled parent-teacher conferences.

Topics include:

1. Creating a two-way communication dialogue with the parents or guardian early in the year.
2. Using conference time to communicate or meet parents. Teachers and parents may conference with one another through emails, texts, handwritten notes, or phone calls.
3. Soliciting assistance from our administrator or parent facilitator.

Prescott Junior High knows the values of a good relationship between our school and each parent or guardian. We provide the following:

1. Parents are given E-school access codes to view their child's current academic performance.
2. Parents give feedback by participating in surveys at the start of the school year and during spring parent-teacher conferences.

3. Parent nights are scheduled with workshops and presentations. Some possible topics are the school curriculum (math and literacy home practice materials), state test scores, school policies, health, and school-community safety issues. Parent-teacher conferences are scheduled for the end of the first and third nine-weeks of the year. Parents receive an academic report from the teachers and a copy of their children's state assessment.
4. Teachers and parents are encouraged to get and stay involved in the academic and social development of our students.

Prescott Junior High partners along with community leaders, organizations and alumni to provide services to our students. They are utilized as guest speakers in classes or at general assemblies.

The Nevada County Health Department, on-site counselors and school nurses are used to provide health services and presentations on important topics related to junior high students. They work with individuals or groups.

Prescott Junior High is not a Title I school.

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School Engagement Facilitator Name:	Pearl Bailey
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Committee Members, Role

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Pearl	Bailey	PJH Parent Liaison
Jay	Turley	PJH Principal
Angela	Bryant	District Coordinator
Remona	Block	Community Leader
Patsy	Laughard	PJH Parent
Haleigh	Glass	PJH Counselor
Frank	Henson	Community Leader
William (Joey)	Christopher	Parent
Jacob	Brown	Parent
Susie	Meeks	Community Leader

PRESCOTT SD - SATURDAY SCHOOL

Prescott School District will offer Saturday School for grades 7 - 12 as an alternative method of consequences for tardies or any other violations of the student handbook. The time schedule for the Saturday School will be 9:00 a.m. - 11:00 a.m. in the FACS building on the high school campus.

IF a student fails to show up for Saturday school they will receive 3 days of ISS.

Students will have assignments to complete during this time. If the student does not complete the assignment they will not be given credit for being there that day and they will go to ISS for not complying with the rules and regulations of Saturday School.

DATE ADOPTED BY PSD SCHOOL BOARD: FEBRUARY 23, 2023

Second Chance Program

Students who are recommended for expulsion for violation of district drug and alcohol policy MAY be eligible to appeal the Superintendent of Schools for placement in the "Second Chance Program" to avoid expulsion.

This request must be made directly to the superintendent by the parent or guardian and/or the student. This program is designed to allow eligible student a possibility of continuing as a Prescott School District student under a strict probation and with specific limitation if they meet the following:

- (1) The Student cannot previously have been suspended or recommended for expulsion for violation of the drug/alcohol policy.
- (2) The parent and the student must agree to be enrolled in and agree the complete participation in the school approved drug/alcohol program. The school approved program is provided and administered by a mental health professional.
- (3) The Student agrees to participate in the drug/alcohol testing, counseling, and required meetings prescribed by the drug/alcohol abuse program. The mental health professional will notify the school if the student fails to meet all of the requirements for their program.

(4) Parents and Students requesting enrollment in the “Second Chance Program” agree to waive the right to a hearing before the school board on the expulsion should the student fail to meet the terms of the program and be recommended for expulsion during the probationary period.

Students who meet these requirements may request probationary status from the Superintendent of Schools after they serve Ten (10) Day Out of School Suspension. If approved, the student may have their recommendation for expulsion modified by the superintendent and will be placed in the “Second Chance Program.” Parents making the request for this probationary status must contact the Superintendent of Schools and arrange for a meeting with the superintendent, an administrator from the student's school, a school counselor, the student, and their parent or guardian. The superintendent may, after reviewing the information provided, choose to allow the student to attend school on a probationary status for the remainder of the expulsion term. Students who are placed on probationary status will be allowed to attend school as long as the student satisfactorily completes the drug/alcohol abuse program. In addition, the student must meet all prescribed stipulations dealing with school attendance, academic performance, student disciplinary restrictions and other restrictions deemed appropriate by the superintendent/principal. A student who fails to meet all requirements of the drug/alcohol abuse program or violates the agreed upon terms of the “Second Chance Program,” will be considered in violation of the probation and will be recommended for expulsion.

Date Adopted by Prescott SD Board of Directors: February 23, 2023

Credit Recovery/In-School Suspension - (ISS)

2022 - 2023 Plans

Credit Recovery – Students are NOT placed in this program for punitive reasons. General Handbook rules apply. This program is a privilege. Failure to comply to the handbook guidelines may result in NOT participating in this opportunity. Students who choose to NOT comply could result in losing the privilege of credit recovery (return to general education classes) and/or remain in this setting with a status of placement changed to punitive.)

IF AN 8TH GRADE STUDENT RECEIVES THE PRIVILEGE OF TAKING A HIGH SCHOOL COURSE FOR HIGH SCHOOL CREDIT, THE STUDENT WILL NOT RECEIVE THE OPPORTUNITY TO TAKE CREDIT RECOVERY FOR NOT PASSING THE COURSE. THE STUDENT WILL TAKE THAT COURSE OVER DURING THEIR 9TH-12TH GRADE YEARS. CREDIT RECOVERY IS ONLY FOR 8TH GRADE STUDENTS WITH EXTENUATING CIRCUMSTANCES (ABSENCES DUE TO MEDICAL CONCERNS, ETC.)

This program is self-paced and computer instructed using Apex Learning.

In-School Suspension (ISS) - Students will serve ISS when the student has made the choice not to follow the rules set forth in the Student Handbook. The intention of this program is to deter students from the action that warranted this consequence or other disciplinary conducts outlined in the Student Handbook. Students will be expected to complete classwork while serving ISS. Various interventions will be applied to deter being assigned to ISS, particularly those students on a chronic basis.

Violation of Rules in ISS:

Minimum: OSS - 3 days

Maximum: Recommendation of Expulsion

IN SCHOOL SUSPENSION (ISS)

The primary goal of the on-campus In School Suspension Classroom, hereafter referred to as ISS, is to provide for a supervised setting for a student who would ordinarily be suspended at home, to have the opportunity to keep up with class assignments for credit. Placement of a student will be based on disciplinary infractions not associated with a handicapping condition. Behavioral problems leading to ISS shall include, but is not limited to disruptive behavior that interferes with the educational process, behavior that severely threatens the general welfare of others, and recurring conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of class.

Students may be placed in ISS by the principal or principal designee. The duration of the assignment will be determined by the seriousness of the violation(s) or the total number of previous violations. Prior to attending ISS an attempt to notify parent or guardian will be made. Notification of ISS placement may be made by the principal or principal designee. The minimum assignment will be one day. It is understood that this is a minimum only and the principal or designee may assign more days at his/her discretion.

Students assigned to ISS will not be allowed anywhere on campus, other than the ISS room. Therefore, it is imperative that the student takes all his/her textbooks, notebooks, paper, pens, pencils, and other materials necessary for study with him/her when he/she leaves the campus upon notification of his/her assignment to ISS. The student is responsible for having all of the aforementioned study materials with him/her when first reporting to ISS.

Students attending ISS are not to be on any school district property other than ISS from arrival of school until the end of the school day.

RULES of ISS:

Students are expected to adhere strictly to the following:

1. No talking – as you enter the classroom do not make any sound, gesture, or noise that would indicate an attempt to talk or gain the attention of another person. Go directly to your assignment station, sit down and begin working. If you need attention, raise your hand and wait for recognition. All questions must be of an academic nature and must relate to your assignment and/or course work.
2. Be seated – Once you enter the classroom, take the most direct route to your assigned station and be seated. Do not leave the chair until you have raised your hand and received permission to do so, only the ISS supervisor or administrator may give you permission to leave your chair. The bell does not dismiss anyone.
3. Study – Assignments will be provided by the regular classroom teacher. In the event assignments have not been provided, or until they are, the ISS supervisor will provide and require you to do an assignment. Regardless, you are to begin working immediately upon entering the classroom with whatever assignment has been provided. Don't wait to be told to start work. If you have to be told to start working, you may be told your days have been extended.

Teachers may have the student take tests in ISS or they may give the student his/her tests when he/she returns to his/her regular classroom. The grading scale for assignments and tests given in ISS will be the same as the scale used in the regular classroom.

4. Face the wall at all times – Do not turn your head to see who may be leaving or entering the classroom, or to look at anyone in the classroom.
5. Sit upright in your chair at all times – No slouching or trying to get in a prone position will be allowed.

6. Keep head up at all times – Do not place head on hands, arms, or desk at any time.
7. Keep chair legs on floor at all times – The chair could slide from under you, or it might break.
8. Keep feet on floor at all times – Keep feet off walls and out of chairs.
9. Keep shoes on feet at all times.
10. No leaning head against divider or wall at any time.
11. No marking, writing, scratching on or defacing property.
12. No chewing gum or any other object in the classroom.
13. Keep busy – Do your class assignment. Assignments are to be completed before you are dismissed from ISS.
14. Each day assigned means a full day will be served. Anyone leaving for any amount of time (other than the designated break or lunchtime) will not receive credit for completing the day. Students will not be allowed to return to their regular class until they have successfully completed their days in ISS.
15. No sleeping.
16. Reporting time – no loitering – Regardless of how to get to school, when you arrive on campus, go directly to the BIC, go directly to your seat, sit, get busy and remain quiet. Once you enter, do not leave without permission. Any student who reports later than 7:45 a.m. or who fails to report immediately upon arrival on the campus without permission granted by the principal will have his/her stay extended in the ISS. Students attending the ISS are not to be on campus prior to 7:30 a.m. unless the principal has given prior approval. A parent/guardian or another adult chosen by the parent/guardian escort their child to the ISS room and sign him/her in. If the parent or chosen adult cannot transport the child to school, the student may ride the bus as a last resort.
17. Students may bring lunch or order a lunch from the cafeteria. Lunch will be eaten in a place designated by the ISS supervisor. There is to be no eating or drinking in the ISS except at lunch.
18. Students will work on their assignments according to their schedule. Students will complete all assignment and hand them in to the ISS supervisor at the end of each period. Students not working will be assigned an additional day by the ISS supervisor. Students will be dismissed by the ISS supervisor. Do not get out of your chair until you are dismissed.
19. Transportation to and from ISS may be the responsibility of the student and parent.
20. No visitors, other than parents with emergencies, are allowed at any time. The parent must check with the principal prior to going to ISS.
21. Students are to dress in compliance with the school dress code.
22. Students assigned to the ISS will follow all the rules in the student handbook and any special rules of the ISS. Students not following the rules will have additional days assigned by the ISS supervisor or the principal.
23. Any student who is not complying with the ISS rules chooses to be suspended from school. The student may return to school to complete his/her assigned days in the ISS when he/she demonstrates the willingness and proper attitude to comply with the rules and regulations of the ISS. Prior to returning to campus, the student or parent/guardian is to contact the principal or designee by telephone to arrange an appointment to discuss the student's return to ISS. The student is to be aware that students suspended from school will receive zeroes for all assignments and tests missed.
24. If a student is placed in the ISS for more days than remain in a semester or term, his/her days will carry over into the next semester or term to include the next school year.

We will closely monitor the set up and make needed adjustments to make the environment conducive to learning.

**Prescott School District
Prescott Junior High School
District Policies and Student Handbook**

It shall be the policy of the Prescott School District that the most recently approved version of the Student Handbook be incorporated 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 18 years of age or older have acknowledged receipt of the controlling language. Prescott Public Schools has the responsibility to inform students of their rights and responsibilities; likewise, the student has the responsibility to know and abide by the rules and regulations of the school and the district. It is necessary for parents to familiarize themselves with school regulations, laws, procedures, and policies to eliminate misunderstandings and join in the effort to maintain a quality educational program.

The Prescott School District's handbook is now electrically submitted, however, if a parent/guardian or student requests a hard copy, they may contact the office. The signatures below indicate that the parent/guardian or students have picked up a hard copy.

Student's Signature:

Parent/Guardian Signature:

Date:

**PRESCOTT HIGH SCHOOL
STUDENT HANDBOOK
2023-2024**



**PRESCOTT HIGH SCHOOL
736 MARTIN STREET
PRESCOTT, AR 71857
(870) 887-3123**

*****PARENTS/GUARDIANS ARE RESPONSIBLE FOR INFORMING THE SCHOOL OF ANY
ADDRESS OR PHONE NUMBER CHANGES*****

Handbook Committee Members: Mr. Tommy Poole, PHS Principal; Willie Wilson, Dean of Students;

Mrs. Kelly Dice, Parent; Mrs. Lisa Madden, ALE; Billy Rook, Teacher; Lily Koger, Student;

Jamarion Burton, Student; Rev. Noggle, Pastor; Valarie Cobb

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PRESCOTT HIGH SCHOOL STUDENT HANDBOOK SECTION

Study Halls

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

Extracurricular Classes

Students may be assigned to no more than one (1) class period each day for organized and scheduled student extracurricular classes that the student shall be required to attend and participate in for the full class period. Extracurricular classes related to a seasonal activity shall meet for an entire semester whether or not the season ends prior to the end of the semester. Students must attend and participate in the class for the entire semester in order to receive credit for the course. For the purpose of this policy, extracurricular classes are defined as school sponsored activities which are not an Arkansas Department of Education approved course counting toward graduation requirements or classes that have not been approved by the Arkansas Department of Education for academic credit. Such classes may include special interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities.

Concurrent Credit:

To receive credit for a concurrent class, a student may not miss more than 6 (six) days of instruction a semester. (2 weeks for an M-W-F class) Instruction days are considered days that the college instructor is on campus/on line. (This includes days missed for school related activities – sports, band, club field trips, etc.)

Course Enrollment Outside of District

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

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

TELEPHONES

Telephones in the office are for school business. Students will not be called to the telephone during class periods except in the case of an emergency. If a student is sick, he/she must come to the office to use the telephone to contact his/her parent or guardian to check-out. Students may not use extension phones outside of the principal's office.

MEDIA CENTER

The Prescott High School Media Center serves the students and faculty as a learning resource center, supporting the educational process with varied types of media. The media center offers group study areas, individual study space, and ease of access to materials.

The key word to the media center's work is service. The media center offers a variety of services to the students and faculty. The media center has access to the resources available at the Southwest Arkansas Educational Cooperative and obtains resources as requested for use at PHS. It provides reference and reserve services for faculty and students. Equipment is available for the production of transparencies, audiotapes, and videotapes.

There are several computers and a printer available for student and faculty use. The computer make Internet access available for approved users. Research is enhanced with several computerized encyclopedias and other computerized research tools, as well as a computerized periodical index.

Faculty members may schedule to bring a class to the media center for a special assignment, which requires the use of media materials. The media center is available from 8:00 a.m. to 3:15 p.m. each day.

Liberal circulation policies enable patrons to use materials. Circulation control has been automated, and checkout procedures should be followed carefully. Books may be checked out for two weeks unless otherwise restricted. Reserve books may be checked out overnight, but must be returned before the first period of the following day. Some reference materials are for use in the media center only. All books returned should be dropped in the slot at the circulation desk.

Fines for overdue books are charged at a rate of five cents per day. A fine of one dollar (\$1.00) per day is charged on overdue reserve books. If a book is overdue, the fine should be paid at the time the book is returned. If a book is damaged, destroyed, or lost, the cost will be charged to the student who checked out the book.

Each student entering the media center must have a pass from a teacher. If accompanied by a teacher, the student is not required to have a pass. Maximum use of materials in the media center is the ultimate goal and each student is encouraged to utilize this facility as much as possible.

Students may NOT participate in Extra-Curricular activities; field trips, etc., unless fines are paid.

THE GUIDANCE AND COUNSELING DEPARTMENT

The counselor's office is located to the right upon entering the main building. Each student shall meet with the counselor/mentor at least once each school year to review transcript and create/review a career pathway. The counselor's door is always open to any student with problems, regardless of size, whether the problems are educational, vocational, or personal.

The counselor's office keeps a cumulative file of test results and educational data on each student.

Information in these files is confidential except for school personnel, the student's Dr., or the student's parents. A student's file is available to a student or parent, at any time, upon request.

Parents are urged to call or visit the counselor's office whenever they desire information about their child or feel their child is having a problem. Conferences with the parents, teachers, and students will be arranged at their request.

The career counselor will assist students in developing their plan for his/her career. This plan is for all high school students.

Only under extreme extenuating circumstances on a case-by-case basis will a student be able to graduate early. The Principal will determine if the circumstance warrants early graduation.

SCHEDULE CHANGES

Schedule changes are made in case of misclassification or errors and in case of absolute necessity. The student must consult the counselor for advice in changing schedules. All changes must be approved by the principal.

Students in grades 9-12 will not be allowed to change their schedule after the end of the first full week of school. Any exception must have the principal's approval.

REPEAT COURSES

Students may repeat courses with the approval of the Counselor and Principal. The lower of the two grades will be deleted from the student's transcript when the course has been successfully completed.

The course must be repeated before taking the next course in sequence unless approved by the Counselor and Principal.

GUIDELINES FOR TERM TESTS or NINE WEEKS TESTS

All students will take a term test covering any material presented from the end of the mid-term. After informing those to be tested, the teacher may also include other materials. This semester test will count 20 percent of the total grade for the second grading period. The averages of the first and second grading periods will be the final course grade. Also, instead of a final exam, the teacher may give two nine weeks tests. The grades of these tests

will be combined to equal 20% of the semester grade (20% of each nine weeks grade). Teacher has the option of using target tests for nine week tests.

COMMUNITY INVOLVEMENT IN EDUCATION

Act 648 of 1993 allows students to earn one full unit of academic credit through community service. A student must complete a minimum of seventy-five (75) clock hours of documented service in grades 9-12 to receive one academic credit that may be applied towards graduation.

The community service must occur in programs or activities approved by the State Board of Education and the Prescott School Board. The activities shall also include the components of preparation, action and reflection. A listing of State Board approved programs and activities are available from each educational service cooperative.

A student may enroll in this program more than once, but academic credit will be awarded only once. The credit will be awarded on a semester basis only. The grade will be noted as either "Pass" or "Fail" and will not be included in the figuring of the GPA.

The student cannot be a paid employee of the company or business. The employer must sign a statement stating that the student is not receiving any salary.

The employer must provide a job description.

The employer must give a mid-nine weeks evaluation, a nine weeks evaluation and a final evaluation at the end of the semester. Time sheets are to be turned in by the first of each month.

The student cannot work for immediate family members.

Absences will be the same as for school attendance.

The Principal and the Counselor shall be the responsible parties for the overseeing of the program. Student hours, to work in-school or after school, will be at the discretion of the Principal and Counselor based on each individual situation.

Prescott School District will be a cooperating program. The site must be approved by the Superintendent.

Registration for this program will be: November 1st for the following Spring Semester; for the following Fall Semester the latest date will be in regular registration.

The following groups have approval from the ADE: SWADS Literacy Program (Prescott); 4-H University of Arkansas Cooperative Extension Service SW 13 (Prescott); Center for Arkansas Legal Services Branch Office 2-6 (EI Dorado); Nevada County Department of Human Services (Prescott); Nevada County Day Service Center (Prescott); Prescott and Nevada County Economic Development Center (Prescott); Prescott School District;

Holly's Health Mart; Milam Farms (Prescott); Prescott Flowers and Gifts; Nevada County Clerk's Office; Nevada County Tax Assessor's Office; Style by Heather Salon; Nevada County Circuit Clerk's Office; No Way Pulpwood, Inc.; Nevada County Depot & Museum; Nevada County Health Unit; and the Nevada County Library.

Other groups will be considered as approval is granted by the Arkansas State Department of Education.

GRADUATION USHERS

Ushers for the graduation program will consist of six male and six female students. They will be selected from the junior class according to their GPA based on five semesters.

GRADUATION CEREMONY

If Students do not follow the scripted/edited (such as reading the wills and prophecies) or have improper behavior at senior activities, they will not be allowed to participate. Their diploma will be mailed to them.

Students must wear dress shoes and clothing during graduation. No flip flops are to be worn.

Students cannot "dress up" his/her cap or gown before graduation.

Students can NOT participate in graduation ceremony and all other activities associated with graduation if you have not completed the requirements for graduation.

Earn your yellow cord. With a determined amount (75 hours) of community service hours, a graduating senior may earn a cord to wear during graduation as recognition of a contributing community member.

EXTRACURRICULAR ACTIVITIES

Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities.

Extracurricular activities are an integral part of the total educational program of the Prescott School District. Broadness and scope characterize a good activity program. Therefore, the Prescott School District will provide opportunities for all students in athletics and physical development, speech and drama, journalistic and creative writing, music, recreation, hobbies, social development, and academic and other interests not covered in a regular curriculum, clubs, and student government. Each is of equal educational importance if it meets a real need for a sufficient number of students. A great and continuing effort will be made to spread the benefit of the extracurricular program to as large a percentage of the student body as possible.

Because of extracurricular program growth from year to year in complexity and size, the school administration must of necessity devote more time and attention to its organization and supervision. The following principles will be adhered to:

1. The school will supervise all extracurricular activities, including control and discipline.
2. The principal will approve activities before they are launched.
3. All extracurricular activities should have worthwhile values, rather than being purely for leisure time enjoyment.
4. School size, school need and the individual needs of a student will determine the number and type of activities to be developed.
5. A good counseling and educational guidance program will help each student to plan a program of curricular and extracurricular activities leading to his well-rounded development. All extracurricular activities will be democratic in nature so that as many students as possible may participate without being excluded by social or economic snobbery.
6. Secret societies are prohibited.
7. Extracurricular organizations will not be permitted to enroll members unless they are students or employees of the school.
8. All activities will be scheduled in advance to avoid conflicts in dates and to facilitate administrators.
9. Activity expenses should be kept as low as possible.
10. The school will closely supervise all extracurricular funds and accounts.
11. All activities will be developed by the cooperative planning of students, teachers and building administrators.
12. Extracurricular activities shall not be scheduled during semester tests or state mandated test to include the dates prior to testing.
13. Activities on campus during holidays must be pre-approved in writing by the High School Principal

ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

DEFINITIONS:

"Competitive Interscholastic Activities" as used in these regulations mean those school-sponsored activities in which students from two or more schools are competing for the purpose of receiving an award, rating, recognition, criticism or qualification for additional competition. These regulations apply to competitive interscholastic activities only.

"Academic Courses" as used in these regulations means those courses that are identified in Arkansas Department of Education's Standards for Accreditation of Arkansas Public Schools as one of the 39 course offerings or is a definable course for which class time is scheduled and which can be credited to meet the minimum requirements for graduation and is taught by a teacher required to have state certification in the course, and has been approved by the Arkansas Department of Education. Any of these courses for which concurrent high school credit is earned may be from an institution of higher education recognized by the Arkansas Department of Education.

Physical Education (PE) may be considered an academic course for one full credit within the 21 minimum credits

required for graduation by the Arkansas Department of Education's Standard for Accreditation of Arkansas Public Schools, and for eligibility purposes, the first time the PE grade appears on the transcript in grades 9-12 is when it will be considered an academic course.

If an academic course, as defined above is scheduled for 90 minutes per day every day of the semester as in the case of schools set up on block schedules and the student passes the course, then that course can be counted twice toward meeting the requirement for students to pass four (4) academic courses as used in any following section.

ATHLETICS/EXTRACURRICULAR ACTIVITIES STUDENT ABSENCES

Attendance in class is most important if students are to master the subject being taught. It is also recognized that athletics and other extracurricular activities are an integral part of the school program. Recognizing the above, the following absentee policy will be enforced.

Lists of students who will be absent because of athletics, extracurricular activities and other school-sponsored activities will be turned in to the principal's office on Friday prior to the week of the anticipated absence. The lists will be typed and distributed to all teachers by the end of the first period on Monday. Any additions or substitutions must have the approval of the principal and will be in the form of a memo distributed to all teachers. A master list showing absences will be kept in the principal's office.

Students are not to be excused from a class to do something for the teacher or another teacher, unless written permission is granted by the teacher.

Any work that was assigned prior to school sponsored events will be required to be completed by scheduled time.

MISCONDUCT - ATTENDANCE AT EXTRACURRICULAR EVENTS

Disciplinary Measures:

Removal from extracurricular event

Banned from extracurricular activities for the entire school year

Depending on the seriousness of the misconduct, students may be recommended for expulsion.

ACADEMIC REQUIREMENTS FOR COMPETITIVE INTERSCHOLASTIC ACTIVITY PARTICIPATION

The State Standard Requirements for Junior High: The second semester eighth grade and 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, Arkansas Public Schools. Ninth grade students must meet the requirements of the senior high scholarship rule as set forth below 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.

The State Standard Requirements for Senior High: In order to remain eligible for competitive interscholastic activity, a student must have passed two (2) academic courses the previous semester and either:

- have earned a minimum Grade Point Average of 2.0 from all academic courses the previous semester or
- have met the "proficiency standard" as defined by the State Board of Education on the state criterion referenced tests, including both the mathematics and literacy tests, for twelfth grade eligibility or
- have achieved at or above the 50th percentile on the Basic Battery on the norm-referenced test administered by the state for tenth and eleventh grade eligibility.

Students with disabilities, under IDEA, function under conditions specified in their Individualized Education Program (IEP) in order to be considered eligible to participate in competitive interscholastic activities. In order to be considered eligible to participate in these activities, students with disabilities must pass at least two (2) courses required by the student's IEP.

STUDENT CLUBS/ORGANIZATIONS

There are several student organizations at Prescott High School, and our students are encouraged to become active members in the organizations of their choice. Student organizations offer young people opportunities to develop leadership and service skills. Participation in school organizations encourages active involvement as citizens in later life.

A standardized application has been prepared for all organization offices. This form provides a place for the prospective candidate to list all extracurricular activities, offices held and membership in school organizations, as well as the student's reasons for becoming a candidate. Equally important, all candidates must have attained at least a 2.00 cumulative grade point average, must be in good standing in all classes and must not have been suspended or expelled from school or a class during the current school term. It is the responsibility of the sponsors and advisors to screen all applicants and determine who will be eligible to run for office. The number of extracurricular activities and the student's ability to fulfill all responsibilities involved with that office will be deciding factors. This consideration will allow for offices in some organizations which are more active than the same offices in other organizations. A student who fails to maintain a "C" average will not participate in the affairs of the office until the grade average is restored. The suspension or the expulsion from school of a student will automatically terminate the term of office. Students who have not regained eligibility status ("C" average) after the next grading period may be permanently suspended from the office.

A student may be president of only one student organization or class. (Editor of a school publication is considered the same as president of an organization.) Organizations include Arkansas Governor's Academic Quiz Bowl, Art Club, FBLA, FCCLA, FFA, FTA, Key Club, NHS, Science Club, Student Council, Dynamo, French Club, Wolf Trail and freshman, sophomore, junior and senior classes.

Students may take only two non-academic courses and/or activities during a school year. These include athletics, cheerleader, publications, band, majorette, teacher aides, office aides and library aides.

All activities of the pupils which are both sponsored by the schools and carried on in the public school buildings or grounds are considered a part of the educational program and as such will be supervised by the teachers and

principals. Student clubs that provide group activities which are in conformance with the educational objectives of the school system are to be encouraged to the extent that they contribute to the training and development of the student. Such clubs shall be under the direction and supervision of certified school personnel and in conformity with the policies of the Board of Education.

Student clubs must be approved by principals. Organizations are limited to two fund-raising projects a year.

Student organizations engaged in competition with other schools will meet all requirements of their governing body.

ART CLUB

Any student enrolled in high school that is taking art or has taken a high school art course may become an active member of the Art Club. The purpose of the club is to create interest in art and art careers, sponsor exhibits within the school and community and enrich the school atmosphere with art.

BOYS TO MEN/GIRLS TO WOMEN

Any student that is enrolled in high school may be a member of this organization. The purpose of the club is to promote constructive behavior by providing mentors, group activities and community activities.

NATIONAL FFA ORGANIZATION

Membership in the National FFA Organization is open to all students who are or have been enrolled in Vocational Agriculture courses. FFA increases the farm knowledge and experience through activities such as livestock shows, judging contests, leadership activities, forestry, plant and soil science, horticulture, farm structures, advanced AG, mechanics and livestock production. Members train themselves in parliamentary procedure in addition to promoting projects and study groups relating to agriculture.

FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

Future Business Leaders of America is a national vocational education organization for all students in high school who are interested in and/or preparing for business and/or office or business education careers.

The purpose of FBLA is to provide, as an integral part of the instructional program, additional opportunities for secondary students to develop vocational and career supportive competencies and to promote civic and personal responsibility.

FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA (FCCLA)

Any student enrolled in high school and is taking or has taken a homemaking course may become an active member of the FCC LA. The overall goal of the organization is to help individuals assume their roles in society through Home Economics Education in areas of personal growth, vocational preparation and community involvement. The various chapter experiences help members gain self-confidence, learn goal-setting, problem solving and develop leadership skills. This organization is active at the local, sub-district and state levels.

SEW MUCH MORE!

(Limited to 15 students) Any student that has taken or will take Family and Consumer Science I or Clothing and is a member of FCCLA is eligible for membership in Sew Much More! The organization helps students develop their full potential and increase student opportunities to become more creative. The organization also helps preserve and grow sewing education for youth. The students engage in research based outlets that foster creative personal expression and stress reduction. One such outlet is sewing.

FUTURE TEACHERS OF AMERICA (FTA)

Membership in Future Teachers of America is open to high school students in grades 9, 10, 11 or 12 who are interested in the field of teaching as a career. FTA is the student affiliate of Arkansas Education Association.

FELLOWSHIP OF CHRISTIAN ATHLETES/STUDENTS

The purpose of this organization is to address issues that are relevant to high school students from a Christian perspective.

KEY CLUB

The Key Club is an organization sponsored by the Kiwanis Club of Prescott. The club promotes community and school spirit and participates in several community and school projects during the school year.

LEO CLUB

The Leo Club is an organization sponsored by the Lion's Club of Prescott. The club promotes community and school spirit and participates in several community and school projects.

NATIONAL HONOR SOCIETY (NHS)

Membership in the National Honor Society has become recognized nationally as one of the highest honors that can be bestowed upon a high school student. The Prescott Chapter of NHS is more than an honorary organization. Service projects are carried out through the year. Selection of members is based on the principles of scholarship, leadership, character and service. Membership is open to sophomores, juniors and seniors during the spring semester. In order to qualify for membership in the National Honor Society or its equivalent, the State Board of Education policy prescribes that members must have and maintain a "B" average. Qualifications should be based

on a 4.0 grade point scale with a minimum of a 3.5 on a 4.0 scale. Student may not be assessed on the standardized tests with “need of support” or “close”. ACT of 19 required for first time seniors to be eligible for membership. Proof of leadership and service are required by the national NHS by-laws. \$2.00 dues are asked of members. Membership can be lost due to: GPA below 3.0, repeated ISS or OSS assignments, earned points totaling less than five (points earned by active involvement in organizational activities), failure to meet state course requirements.

SCIENCE CLUB

Any student enrolled in high school that is taking or has taken a science course may become an active member of the PHS Science Club. The goals of this organization are to promote careers in science, to broaden students' science background and to increase their interest in science.

FRENCH CLUB

The purpose of the club is to promote the French culture and provide students with more opportunities to practice French through field trips.

STUDENT COUNCIL

The Student Council is the representative organization of PHS and is a tie between the faculty, community and the student body. The aims of the Council are to establish higher ideals of conduct, to give students leadership experience, to encourage student participation and to foster loyalty and cooperation throughout the school. President, vice-president, secretary-treasurer and parliamentarian of the Student Council will be elected each spring according to the guidelines of the Council constitution. Five representatives from each of the four classes are also elected to serve on the Council. If other activities prevent a member from attending meetings or from participating in other Student Council work, the member can be impeached by a majority vote of the Councilor the faculty advisor and two other faculty members. In the event of impeachment and removal, a new member will be nominated and elected by the current Council members.

CHEERLEADERS

Cheerleaders must meet the school, state and AAA requirements to participate. All other requirements are set forth in the Athletic Handbook.

ATHLETICS

Any student who meets the requirements as set forth by the school, State and by the Arkansas Activities Association is eligible to become a member of the Prescott High athletic teams. For more information see the Athletic Handbook.

INSTRUMENTAL AND VOCAL MUSIC

Any student enrolled in Prescott High School who meets the requirements set by the AAA, ADE and the Prescott

Schools is eligible to participate in the instrumental program with the prior approval of the instructor.

The program includes: marching band, symphonic band, basketball band, brass ensemble, woodwind ensemble and individual solo.

HOMECOMING AND MR & MISS PHS PAGEANT ELIGIBILITY

Homecoming at Prescott High School is an annual event. The day is climaxed by the coronation of a homecoming queen selected by the football team prior to the game. To be eligible to serve in the Homecoming Court or to participate in the Mr & Miss PHS Pageant, a student must meet the following criteria:

- a. Academic-must meet requirements to participate in extracurricular activities
- b. Citizenship/Discipline-no disciplinary infractions or out-of-school suspension during the present term
- c. Attendance-no more than two (2) unexcused absences during the present term
- d. Remain eligible until the completion of homecoming activities
- e. These requirements are required for the Senior boy football players who are eligible to be escorts for the homecoming royalty. The male escorts will participate in the Homecoming Pep Rally and not the activities during the halftime activities of the football game. The fathers or designees will escort the royalty during the halftime activities.

The purpose of these eligibility requirements is to encourage students to select outstanding representatives who will serve as positive role models for each class.

PROM

No one of the age of 21 or older can attend prom.

Any one that does not attend PHS must be approved by the principal to attend prom. The “guest” must fill out a form to be given to the principal for approval.

The principal can deny anyone from coming into the prom or Grand March if it is determined the dress is inappropriate.

PUBLICATIONS

The Wolf Trail is the yearbook edited by a staff of students. The staff policy is to record each school year as accurately and as entertainingly as possible. An opportunity is provided each student to have an individual photograph in the book, along with club and group pictures. The book is financed by yearbook sales and advertising.

The newspaper, the Dynamo, covers most school events, recognizes worthwhile student accomplishments and serves as the voice of the students. Students staff the paper, which is financed by advertising.

The principal has final editing rights in all school publications.

ARKANSAS GOVERNOR'S ACADEMIC QUIZ BOWL

It is sponsored by the Governor's office and the Department of Education. Tryouts for the team take place in the fall and the competitions take place in March and April of each year. This is an academic competition based on general knowledge. The winning team members of the state tournament each receive a \$1,000 scholarship.

AWARDS AND HONORS

KIWANIS HONOR BANQUET

This banquet is sponsored by the Kiwanis Club of Prescott. Students in grades 10 through 12 who have a 3.5 cumulative scholastic average based on a 4.0 grade point scale as of the end of the fall term and with a grade point average not less than a 3.60 based on a 4.0 grade point scale for the previous spring term are invited to attend. Student may not be assessed on the standardized tests with “need of support” or “close”. ACT of 19 required for first time seniors to be eligible for membership.

SCHOOL SERVICE AND CITIZENSHIP AWARDS

School Service and Citizenship Awards are presented each year to deserving students who have demonstrated outstanding service to the school or have been outstanding citizens while attending Prescott High School. The recipients of these awards are chosen by a vote of the faculty or special committee.

ROTARY SCHOLASTIC AWARDS

These awards are sponsored by the Rotary Club of Prescott. Scholastic awards in English III, Advanced English IV, Spanish II, Physics, Geometry, Biology, Accounting, American History, Algebra II, Advanced Math/Trigonometry, American Government and Chemistry will be given to the student maintaining the highest grade point average during the year in a particular subject. To be considered for any award, a student must submit his name to the teacher of the course and also in the counselor's office. This must be done at the end of third nine weeks. A student is eligible for only one award but may apply in three (3) different subjects. In the event a student has the highest average in two or more subjects, he will be given his choice of his subject award, with the other award going to the person with the second highest grade point average in the course who has made application.

SCHOLASTIC AWARDS

Scholastic awards, in any given subject, may be given to a student by any individual teacher at the end-of-the-year awards ceremony. Each teacher determines the criteria he/she will use for the receiving of an award.

ENTERING BUILDING BEFORE SCHOOL

No student will be allowed to enter the building before 7:55 a.m., except during cold weather or rain. At 7:55 a.m., students may enter the building to take care of needs in the office. At 7:55, students may enter the building to report for their first period class. Students are considered tardy after the 8:00a.m. bell, unless approved by the principal.

PERSONAL PROPERTY

The student alone is responsible for his/her personal property and school materials. The student must take care of it, keep up with his/her belongings and not leave things lying around the campus. The students should be careful with money and not bring large amounts to school. Girls should keep their purses with them at all times. Students in athletics or gym class should keep personal property under lock and key. Lockers are subject to random searches at any time.

STUDENT PARKING

With the new building, all students will park on the west side of the school building. Athletes will be allowed to move their vehicle immediately following 7th period. All student vehicles must be registered through the High School office. This will be enforced.

SKIP DAYS

Prescott High School and the School Board do not approve of "Skip Days" for any reason individually or in combination with other students. Students who, individually or in combination with other students, participate in a Skip Day are subject to disciplinary action for truancy.

CHECK-OUT AND RE ADMITTANCE PROCEDURE

When a student leaves the high school campus at any time during the school day he/she must follow the listed procedures:

1. A parent or guardian must check-out a student in person. A parent/guardian or designee may come to the school to arrange a student check out time between 6:45 and 3:45 prior to the student needing to leave the school.
2. All sign out sheet information must be completed.
3. Any student leaving the school campus without permission will be considered truant and given the following: Minimum - Warning Maximum: Expulsion
4. Written notice from a parent or guardian is required upon a student's return to school, stating the cause of absence. As soon as the student returns to campus after an absence, they are to go to the principal's office to get an admit slip. No student will be allowed in class until they receive the admit slip.
5. After hearing the reason for an absence, the principal or his designee will determine if the absence is

excused or unexcused.

6. If a student missed one (1) or more classes and comes to school later in the day, he/she must sign in at the principal's office and follow the above procedure to be admitted to the missed classes.

7. If a student must leave school after arriving, he/she must go through the principal's office and follow the above procedure to be admitted to the missed classes.

8. Students will not be allowed to use the phone to call parents or guardians to get permission to check out unless they are sick.

9. If a student leaves campus without his/her parent/guardian checking them out through the office, the student will be considered truant.

Any change from the above-listed process can be approved only by the high school principal.

TARDIES

Promptness is an important character trait that District staff is to encourage 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.

- Tardies start over at the end of each semester
- Every four (4) restroom breaks in a class equals one (1) tardy

A student will be assigned Saturday School as follows:

Three (3) tardies – Saturday School

Six (6) tardies – Saturday School

Nine (9) tardies – Saturday School

Twelve (12) tardies – Saturday School

Additional tardies may result in further disciplinary action.

****In a 60 minute class, if a student is 10 minutes late, this is considered as an absence.**

****In a 90 minute class, if a student is 20 minutes late, this is considered as an absence.**

We encourage the student to come to class regardless if he/she is going to be tardy.

TRUANCY

A student is truant if the student:

- 1) Leaves school without properly checking out
 - a. 1st offence – corporal punishment or 2 days ISS
 - b. 2nd offense – corporal punishment or 3 days ISS
 - c. 3rd offense – will receive 5 days ISS

- 2) Leaves assigned area or class without receiving verbal or written consent of the instructor or goes to another area for which he or she did not have permission originally.
 - a. 1st offense-corporal punishment or 2 days ISS
 - b. 2nd offense-corporal punishment or 3 days ISS
 - c. 3rd offense-repeat offenders will receive 5 days ISS

Repeated Offenders - three (3) days OSS to Expulsion remainder of Semester

Compulsory Attendance Law: Arkansas Code Annotated § 6-18-222 imposes a civil penalty against the parents of certain school age children who are absent from school a specified number of days. Section 6-18-222(a)(6)(A) also clearly provides that when the school district notifies the prosecuting authority that a student has exceeded the specified number of unexcused absences, the prosecuting authority shall file a truancy petition in juvenile court or enter into a diversion agreement.

Students are not to be in unsupervised areas. If a student disobeys this directive, the minimum punishment will be a warning. The maximum punishment will be expulsion. Also, criminal trespassing charges may be filed with the local law enforcement.

STUDENT CONDUCT

STUDENT GOALS AND OBJECTIVES

In presenting the instructional program to students enrolled in the Prescott School District, the professional staff will ensure that each student is encouraged and instructed to accomplish the following:

1. To achieve a feeling of self-worth.
2. To accept the worth and dignity of all people.
3. To be creative in the student's selected fields of endeavor.
4. To develop a positive attitude toward the rights and privileges of participating citizenship and an understanding of the responsibilities involved.
5. To grow as a responsible member of the family and recognize the family as the basic social unit.
6. To attain and preserve good physical and mental health.
7. To plan for and appreciate the wise use of leisure time.
8. To develop and maintain a positive attitude toward the learning process.
9. To develop skills and abilities to communicate ideas and feelings.
10. To acquire habits of analytical thinking and problem solving.
11. To achieve the fullest potential in the basic academic areas.
12. To develop skills necessary to utilize all available educational resources.
13. To understand the American economic system and its relationship to a productive life.
14. To realize the role of vocations in society and to understand the changing opportunities open to the student.

15. To acquire an understanding and appreciation of the democratic process.

STUDENTS' RIGHTS AND RESPONSIBILITIES

The Board of Education possesses the responsibility to offer an education that shall be provided in an orderly, healthy atmosphere, both physical and emotional, and treatment that is both firm and fair in all matters pertaining to school life.

Every student shall comply with all rules and regulations of both the State and the Board pertaining to pupil behavior. Codes of student conduct shall be based on maintaining within each school a proper atmosphere for learning. Codes of conduct shall be consistent with the policies of the board which, in turn, shall be in full compliance with State and Federal Statutory provisions.

The punishment for disciplinary infractions will range from a minimum of verbal warning to a maximum of expulsion.

DISRUPTION OF SCHOOL (DISORDERLY CONDUCT) - (Police Report Will Be Filed by SRO, School Resource Officer)

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.

First Offense: ISS for 5 (five) days - Report submitted to Juvenile Court

Second Offense: OSS for 3 (three) days - Report submitted Juvenile Court

Third Offense: Expulsion - Report submitted to Juvenile Court

Reference: District Policy 4.20

Depending on the seriousness of this offense, the First or Second offenses may result in assignment to ALE. This means excessive profanity, the usage of excessive physical restraint, etc.

DEMONSTRATIONS AND DISORDERLY ACTIVITIES

Demonstrations and disorderly activities on the part of any student or group of students in the school district at any time on school grounds shall not be tolerated by the Board of Education. All students shall be notified that their participation in any such demonstration activities, no matter how well-intentioned, shall bring about immediate suspension and possible expulsion from the school which they attend.

Demonstrations and disorderly activities on school grounds during school hours shall, if circumstances justify, be promptly handled by civil authorities. Each principal shall be entrusted with the responsibility of maintaining proper order and decorum in his/her school and is fully empowered to enforce this policy.

Disciplinary measures: Minimum – Verbal Maximum - Expulsion

STUDENT ASSAULT OR BATTERY

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

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common understanding, is calculated to: a) cause a breach of the peace; b) materially and substantially interfere with the operation of the school; c) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation. Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

Disciplinary measures: Minimum – Verbal Maximum – Expulsion

Reference: District Policy 4.21

FIGHTING - (POLICE REPORT WILL BE SUBMITTED BY SCHOOL RESOURCE OFFICER)

Acts of violence will not be tolerated, although all fights will be investigated by the school's Resource Officer. PHS has a ZERO Tolerance concerning fighting.

- a. First offense – 5 days ISS (Students will serve at separate times in order based on the first letter in the alphabet of their last name)
- b. Second offense – 3 days OSS
- c. Third offense – 5 days OSS
- d. Fourth offense - Recommendation for Expulsion

Depending on the seriousness of this offense, the First or Second offenses may result in a recommendation of expulsion. This means excessive profanity, the usage of excessive physical restraint, etc.

FIGHTS or ALTERCATIONS

Fights between or among students at PHS will not be tolerated. All fights will be reported to the School Resource Officer or the Prosecuting Attorney's office as required by law. The SRO will decide whether the fight or altercation will become a criminal investigation.

All reports of fighting will be investigated by the school resource officer [SRO]. If the investigation proves that it is clearly self-defense, then the punishment may be decreased for the student who is defending himself or herself. For a student who fights and throws the first punch, he or she will receive the punishment that is stated in the handbook based on the investigation from the SRO.

Parents of students that are under 18 years of age must be present for any investigation by the SRO. Punishment will not be administered until an investigation by the SRO. Students will not be allowed to return to school until the investigation is complete.

If a weapon is involved the consequence will be an expulsion recommendation for the remainder of that term, school year or permanently. Any student who (without defending himself/herself) participates in a gang (group) fight will be recommended for expulsion.

If a student is being harassed at school or a school function, the student should report to the nearest faculty member.

If 2 or more students assault or commit battery (jumps) one student, those students may be recommended for expulsion for the remainder of the school year.

ARREST

Expulsion for all offenses.

ASSAULT OR THREATENING TO ASSAULT A STUDENT, SCHOOL EMPLOYEE, OR VISITOR

Assault: An unprovoked attack, either physical or verbal. The willful attempt or threat to inflict injury upon the

person of another coupled with the apparent present ability to do so. Any display of force that would give the victim reason to fear bodily harm is assault, even if touching or striking doesn't occur.

The Board of Education authorizes the superintendent or designated official to automatically suspend any student who willfully and intentionally assaults or threatens to assault or abuse any student, employee or visitor.

A student determined to be guilty of the above will be subject to a ten (10) day school suspension. Depending on the circumstances and seriousness of the act, the student could be recommended for expulsion for the remainder of the term, year or permanently.

All principals (or other person in charge) of the Prescott School District who have direct knowledge or have received information leading to a reasonable belief that a student enrolled in the Prescott Public Schools has committed a felony on school property, or while under school supervision, or has committed any other violent criminal act against a teacher, school employee or student, shall immediately report the incident to the superintendent of schools.

A person commits the offense of communicating a death threat concerning a school employee or student if any one of the following conditions are met:

- a. The person communicates to any other person a threat to cause the death of a school employee or student
- b. The threat involves the use of a firearm or other deadly weapon
- c. A reasonable person would believe the person making the threat intends to carry out the threat
- d. The person making the threat purposely engaged in conduct that constitutes a substantial step in a course of conduct intended to culminate in the commission of the threatened act
- e. There is a close temporal relationship between the threatened act and the substantial step.
- f. Corroboration by witnesses that a death threat was made. Recommendation for Expulsion for one (1) calendar year.

Conduct is not a substantial step under this section unless it is strongly corroborative of the person's criminal purpose.

Communicating a death threat concerning a school employee or student is a Class D felony. (Ark. Act 1046; 2001)

Violation of the above rule: Recommendation of expulsion for one (1) calendar year.

INSULT OR ABUSE OF TEACHER

- a. Any person who shall abuse or insult a public school teacher while that teacher is performing normal and regular or assigned school responsibilities shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than one hundred dollars (\$100) nor more than one thousand five hundred dollars (\$1500).
- b. Each school district shall report to the Department of Education any prosecutions within the school districts under this section. (Statute 6-17-106)

c. Consists of:

1. Violent, abusive, obscene or profane language addressed to a teacher or other school employee;
2. By threatening to fight or challenging to fight, or fighting a teacher or other school employee;
3. Use of abusive, violent, obscene or profane language whether addressed to a specific party or to the public generally;
4. Striking, or attempting to strike, a teacher or other school employee;
5. Wronging, in speech, reproaching coarsely, disparaging, reviling or maligning.

Student(s) violating this rule shall be recommended for expulsion.

STUDENT DRESS AND GROOMING

The Prescott 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.

This policy has been developed and is adopted by the Board of Education to preserve a neutral environment conducive to learning and to protect the educational process in and mission of the Prescott School District. This dress code shall be in effect at all times in the buildings of the school as well as at school-related activities and practices. It is the intent of the Prescott School District dress code to provide a balance between the student's Constitutional rights and the school's responsibility to provide a safe and secure educational environment.

Students are encouraged to dress appropriately. Clothing, accessories, hair and other manners of dress (to include, but not limited to, emblems, insignias, badges or other symbols) not allowed are those that:

1. Are or reasonably could be expected to be disruptive of the learning process
2. Violate a health, safety or decency aspect of the school operation, including, but not limited to,
 - a. Pajama wear may not be worn on campus,
 - b. Sunglasses (unless prescribed by a physician) may not be worn inside buildings,
 - c. Shoes (such as house shoes) that do not adequately protect the feet may not be worn on campus;
3. Interfere or reasonably could be expected to interfere with classroom procedures including, but not limited to,
 - a. Hats and other forms of head cover (religious head cover exempted) will not be allowed to be worn inside school buildings. Caps with bills must be worn with the bill facing forward. Violation of the rule will result in the confiscation of the hat/cap. The student must contact the principal to retrieve the hat/cap.
 - b. No du-rags may be worn on campus or buses.
 - c. Short-shorts and open mesh (see-through) clothing without proper undergarments (clothing worn during athletic practice and events exempted).
4. Interfere with or invade the rights of others
5. Advocate or promote gender, religious, ethnic or racial intolerance
6. Indicate gang membership or relationship thereto

7. Are in opposition to the school, examples of which would include, but not be limited to, apparel that has an affiliation with drugs, alcohol, tobacco, is obscene, profane, lewd or vulgar, or does not sufficiently conceal undergarments.
8. No lace back shirts unless worn with proper undergarment that does not expose any skin.
9. Slits can be in shirt sleeves with no bra showing
10. Shirt sleeves should be at least 2 inches
11. Shorts/skirts/dresses should be at least right at knee
12. No undergarments should be showing or exposed, this includes shorts
13. Dress code rules apply for seniors during class day, Senior breakfast, all programs and any time a student is on campus, particularly during semester tests
14. Exposed leggings must be worn under short pants, skirts or dresses. The pants, skirts or dresses must be at least right above the knee. Leggings may not be worn with any type of shirt covering them, regardless if the shirt is right above the knee.
15. NO BLANKETS ALLOWED ON CAMPUS.

The following apparel will be considered a possible disruption in class and any student wearing such apparel will be sent to the principal:

1. Any form of dress that exposes underwear
2. All shirts must have sleeves at least two inches from seam.
3. Sagging pants will not be allowed.
4. Any form of spandex not covered by other apparel
5. Any apparel that causes the midriff, especially the navel area, to be exposed
6. No cleavage

If a student violates any of the dress codes(explanation for 16 is provided), the student will be referred to ISS for the remainder of the day. Continuous violation of dress code will result in additional punishment. Final decisions concerning wearing apparel will be at the discretion of the principal or his/her designee.

Reference: District Policy 4.25

DAMAGING, DESTROYING, RECEIVING, OR STEALING SCHOOL PROPERTY

The willful or intentional damaging, destroying, receiving or stealing property belonging to Prescott School District, employees, students or visitors will not be tolerated. This includes cutting and defacing school buildings, furnishings and school buses. It also includes vandalism, destruction of or altering of school records, stealing and unauthorized entry into school buildings. Students determined to be guilty of the above shall be suspended and, if the act is serious enough, recommended for expulsion.

The school district will attempt to recover damages from students guilty of violating this policy. Parents of any minor student under the age of 18 and living with the parents may be liable for damages caused by said minor in an amount not in excess of \$5,000.

A pupil suspended or recommended for expulsion for damaging, destroying, receiving or stealing property belonging to Prescott School District, employees, students or visitors shall make arrangements with the principal

for payment of damages.

Any person who shall willfully destroy or injure any building used as a schoolhouse, or for educational purposes, or any furniture, fixtures or apparatus thereto belonging, or who shall deface, mar or disfigure any such building, furniture or fixtures, by writing, cutting, painting or pasting thereon any likeness, figure, words or device without the consent of the teacher or other person having control of that house, furniture or fixtures shall be fined in a sum double the value of the building, furniture, fixtures or apparatus so destroyed or damaged and shall be fined in a sum not less than ten dollars (\$10.00) nor more than fifty dollars (\$50.00) for each offense, to be recovered by civil action in any court of competent jurisdiction. The consequences provided in this section are in addition to and not in lieu of the consequences provided by other statutes for such offenses.

In all cases:

- a. First offenders of this policy shall forfeit all rights and privileges to hold office/receive honors and shall not be allowed to participate in any extracurricular activities or attend any school functions for a period of one year following the date suspension/expulsion begins. At the discretion of the building principal, the student may have the privileges restored after six (6) months if the student has displayed exemplary behavior. These privileges may be revoked at any time during the remaining six (6) months which will be a probationary period.
- b. Second offenders of this policy shall forfeit all rights and privileges to hold office/receive honors and shall not be allowed to participate in any extracurricular activities or attend any school functions for a period of two years following the date suspension/expulsion begins.
- c. Third offenders of this policy shall permanently forfeit all rights and privileges to hold office/receive honors, participate in any extracurricular activities or attend any school functions.
- d. If a student is suspended or expelled for more days than remain in a semester or term, his/her days will carry-over into the next semester or term.

Minimum-Five days in the In School Suspension and forfeits all rights and privileges to hold office/receive honors, participate in any extracurricular activities or attend any school functions according to the policy guidelines.

Maximum-Expulsion Recommendation

DISREGARD OF DIRECTION OR COMMANDS (INSUBORDINATION)

A student shall comply with reasonable directions or commands of teachers, student teachers, substitute teachers, teacher aides, principals, administrative personnel, superintendent, school bus drivers 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 reasonable instruction of school districts personnel. This includes questioning the integrity or professionalism of the teaching staff and administration or other school personnel in an insulting or abusive manner. Students must follow the grievance procedures in making their grievance known.

Disciplinary Measures:

Minimum – Warning

Maximum - Expulsion

(If the insubordinate behavior may result in the detrimental welfare of students or school personnel)

PROCEDURES TO REMOVE STUDENTS FROM CLASSROOMS

The teacher may remove a student from class when he/she documents that the student has repeatedly interfered with the teacher's ability to teach the students in the class or with the ability of the student's classmates to learn or whose behavior the teacher determines is so unruly, disruptive or abusive that it interferes with the aforementioned.

If a teacher removes a student from class twice during any nine (9) week grading period or its equivalent as determined by the Department of Education, the principal or his/her designee may not return the student to the teacher's class unless a conference is held for the purpose of determining the causes of the problem and possible solutions. The following individuals need to be present at the conference: principal or his/her designee, the teacher, the school counselor, the parents, guardians or persons in loco parentis and the student (if appropriate).

The failure of the parents, guardians or persons in loco parentis to attend the conference shall neither prevent the conference from being held nor prevent any action being taken as a result of that conference.

***If a school personnel determines a student has a cell phone, the student must hand over the cell phone to the school personnel. If the student refuses to hand over the cell phone, they will receive a minimum of 3 days suspension. Repeated offense of this nature may result in being assigned extended in-school suspension. The punishment for violators for the policy is the same for violation of “4.47 Possession and Use of Cell Phones and Other Electronic Devices.”

CELL PHONE AND OTHER ELECTRONIC DEVICES

There will be no cell phones, smart watches, earbuds, headphones, or any other electronic devices allowed on campus at any time. If you for some reason have it then it is to be turned in to the office until the end of school. If you need it for a ballgame or school sponsored trip then it is to be turned in to the office or left in your vehicle until it is time to leave for the game or event.

Violations for each offense:

First offense: Parent will have to come pick up phone. Pay \$10 fine

Second offense: Parent will have to come pick up phone. Pay \$10 fine. Student receives 3 days of ISS

Third Offense: Parent will have to come pick up phone and pay \$10 fine. Student receives 3 days of

OSS.

4th Offense: Parent picks up phone. \$10 fine. Student will be recommended for expulsion.

****The monetary punishment for cell phone violations also applies for headphones, earbuds and smart watches.**

**** Any student found photographing or recording another person (student and/or school personnel) without permission will be disciplined. Posting on social media inappropriate material disrespecting the school will result in discipline action and must be deleted from social media. We are to respect each other and the school itself.**

Refusal to Give Cell Phone to School Personnel after Initial Request

Disciplinary Measures:

1st Offense: Remain in ISS after required three (3) days until cell phone is turned in to the office for the parent to pick up. After 10 days recommendation of expulsion.

Ten (\$10) dollar fine for cell phone on campus

2nd & 3rd Offense: Same as 1st offense

4th Offense: Expulsion

Reference: District Policy 4.47

GENERAL MISBEHAVIOR (ALSO INCLUDES DISORDERLY CONDUCT)

Students shall not engage in behavior that interrupts the teaching/learning environment (talking without permission, sleeping, not following directions, lack of class materials, horseplay, etc.).

Disciplinary Interventions:

*minimum – warning

*maximum – depending on the severity of the act or prior offenses: Expulsion

Failure to comply with disciplinary interventions:

*minimum – warning

*maximum – expulsion

Untruthful statements by students

*minimum – warning

*maximum - expulsion

The principal or his designee may decrease any punishment on a case by case basis.

Disorderly Conduct – one (1) or more students:

Disciplinary Measures: 1st Offense – OSS five (5) days

2nd Offense – OSS ten (10) days

3rd Offense – Expulsion

LUNCH

All students will be in front of the arena or at the pavilion during lunch time. No students are to be behind the gym, in the parking lot, at the football field, in the bleachers at the football field or in the new or old gym during lunch time. No students are to be in the main building during lunch. Students are to use the lunch room restrooms during lunch and before school.

BEFORE SCHOOL

Students are to be in front of the building or cafeteria before school. Students are not to be in the building at any time before school unless it is raining or 40 degrees or colder. Students are to use the restroom in the cafeteria, not the main building. Students are not to go to their lockers before school. Students can attend tutoring before school if approved by their teacher.

***The punishment that is set for “General Behavior” applies to the lunch and graduation policies.

LACK OF REQUIRED CLASS MATERIAL

Students need to have proper materials in order to take part in the learning experience. Failure to do so shows that the student has chosen not to learn at that time, this can result in after school study hall or office referral.

Disciplinary measures:

*minimum – warning

*maximum - ISS

NON-ALCOHOLIC DRINKING, CHEWING GUM, EATING FOOD OR CANDY IN CLASS

Drinks in classrooms - Water only in clear containers

Disciplinary measures:

*minimum – warning

*maximum - ISS

RESTROOM POLICY

No backpacks or bags in restrooms

PROFANITY

Disciplinary measures:

- a. First offense – corporal punishment or 2 days ISS
- b. Second offense – corporal punishment or 3 days ISS
- c. Third offense – repeat offenders will receive 5 days ISS

Profanity directed to a school employee will result in ten days suspension with recommendation for expulsion.

GAMBLING

Card games, dice throwing, dominoes, etc. may be used in the classroom setting as long as there is evidence of instructional value. All other unsupervised games of chance are forbidden.

First offense-2 days ISS or corporal punishment

Second offense-3 days ISS

Third offense – 5 days ISS and FINS filed

Additional offenses may result in expulsion

IMMORALITY AND SEXUAL MISCONDUCT

A student shall abstain from indecent and immoral acts. Student(s) shall not possess or distribute pornographic materials. Depending on the seriousness of the particular offense, this may lead to suspension and expulsion.

Minimum-Verbal reprimand

Maximum-Expulsion recommendation

Students that engage in any sexual activity (intercourse, oral, undressing, inappropriate sexual touching, etc.) on campus will either be recommended for expulsion. A police report will be made for any such incident and charges filed if applicable. This policy will apply to any events after or before instructional time on campus.

BOMB THREATS

Persons making bomb threats to any schools or district offices will be prosecuted under appropriate laws. Students making such bomb threats will be subject to suspension and expulsion from school.

ACTIVATING FIRE ALARM

Activating fire alarm intentionally will be determined by principal or designee.

Disciplinary measures:

Minimum-Suspension and filing criminal charges

Maximum-Recommendation for expulsion

CHEATING

“0” on test, parental contact by teacher

DISPLAY OF AFFECTION

Kissing, hugging, holding hands or walking with arms about one another and other such forms of behavior have no place in school. They are in poor taste here, as in any public place. Consequences may range from verbal warning to suspension.

DISRESPECT/RUDE DISCOURTEOUS BEHAVIOR

STUDENT

Disciplinary measures:

First offense – minimum verbal maximum – expulsion

Second offense – minimum - ISS - 5 days maximum – expulsion

PARENT

If a parent displays disrespectful, rude or discourteous behavior, the parent will receive a certified letter banning him/her from PHS campus for one (1) year. In the event that a banned parent has a student that is graduating or desire to attend any extra-curriculum activities, the parent must secure the service of a police officer (on or off duty) to be with them during the graduating exercises or the extra-curricular activities. The parent will be responsible for the expense of the police officer. If the banned parent has any concerns about their student, the parent must contact the SRO to set up a telephone conference. Charges will be filed on the banned parent by the SRO if this is not followed. Any subsequent actions of the mentioned behavior may result in permanent removal or contact from PHS campus and school personnel (on or off campus). This means that there will be no contact with PHS facility, attending any PHS extra-curriculum activity and being on campus, regardless of being escorted by a police officer. This also applies to social media.

BEHAVIOR NOT COVERED ABOVE

The school district reserves the right to punish behavior which is subversive to good order and discipline in the school even though such behavior is not specified in the preceding rules.

Disciplinary Measures: Minimum: Warning Maximum - Expulsion

Teachers will make a reasonable effort to contact the parent via telephone on discipline infractions that call for after school detention and corporal punishment. The contact will describe the undesirable behavior only and not the punishment. The principal or dean of students will contact the parent and advise them of the punishment according to the criteria that is set by the handbook. Community service will be considered on a case by case basis.

If an allegation is made on any school personnel by a student, an investigation will be addressed by the principal, who may deem it necessary that the investigation is performed by another agency. If the situation proves to be untrue, the student may be recommended for expulsion by the principal to the Superintendent.

CONFISCATION OF DISRUPTIVE ITEMS

School personnel may confiscate any item from a student that they feel is being disruptive and/or hazardous (ex. duck calls, laser lights, video games, etc.). The items will be turned in to the office for the parents to collect, at the time to be determined by the principal.

REPEAT OFFENDERS GUIDELINES

Any student that repeatedly disrupts the education process will be recommended for expulsion by the principal. A student that falls in this category may apply to attend an ALE school. Students receiving five or more disciplinary write-ups the previous school year will be considered repeat offenders for the current school year.

PLAGIARISM (Cheating, copying, claiming another person's work to be his/her own)

First Offense - ISS for 5 (five) days

Second Offense - ISS for 10 (ten) days

Third Offense - Expulsion for the remainder of the year

CHEATING ON STANDARDIZED TEST, PARTICULARLY ACT OR SAT

****Privileges suspended for taking mentioned tests at PHS indefinitely.**

STUDENT PREGNANCIES

It is a policy of the Board of Education that a student who becomes pregnant while enrolled in the local schools shall notify the school principal as soon as possible after the pregnancy has been confirmed.

A pregnant student shall provide the principal a written statement from a licensed physician, including recommendations concerning advisability of school attendance for the pregnant student. An additional statement from her physician shall be provided each six weeks, verifying that she is physically able to continue school.

The same attendance policies, minimum course requirements and rules and regulations as all other students shall govern a pregnant student who chooses to remain in school during the semester in which she expects to deliver the child. However, the physical education program shall be adapted to special needs of pregnant students. In no case shall a pregnant student be removed from school or failed solely because of her pregnancy.

A student shall be re-admitted to school after delivery upon a statement from her physician recommending her re-admission.

SOCIAL EVENTS

Any school party or social affair must be approved by the principal and given a date and time. All school parties must have school sponsors present as well as other sponsors that the principal or director of activities may require. Students must conduct themselves at school parties and activities as they would during a school day. Violation of this code of conduct is handled the same as it is during the day.

All school activities must end at the time specified by the principal or assistant principal. The school will not sponsor or be responsible for parties that do not meet these requirements.

There are many academic and extracurricular activity demands on students' time and this school recognizes that students are entitled to their holidays. Accordingly, there shall be no extracurricular activities to include events and practices scheduled during school holidays, other than district or state level events, without approval of the Board.

Prescott High School Parent and Engagement Plan

PHS will offer parents the opportunity to fill out a parent interest survey, no later than October 2023 to get information concerning activities they feel will be most beneficial in the efforts to support their child academically. PHS Family and Community Engagement Facilitator and PHS Principal, will be responsible for distributing and collecting survey data.

Parental engagement activities held during the school year will be reviewed and evaluated at the end of the school year. The committee members will also evaluate and make recommendations for the upcoming school year.

All parents are encouraged to attend school events. School events are advertised through social media and school announcements.: *How does the School offer flexible opportunities for meetings with families? [ESSA § 1116(c)(2)]*

The plan will be available on our school website for all parents to see (<http://curleywolves.org>). Paper copies of the plan will be provided upon request. The plan is offered in multiple languages.

Open House is scheduled for August 7th and PHS Principal will address parents and provide information regarding student expectations and parent resources. Parents will be provided information regarding opportunities for involvement at this event. All activities are posted on the school's social media page at the appropriate time. A parent volunteer training will be provided in August 2023.

Parents may contact the school or teachers directly by email or phone to schedule meetings to address specific needs.

Parent teacher conference nights are designed to assist parents in connecting with the best community resources for their child for their current needs. For example, students entering their senior year will have an opportunity to visit with local colleges and to receive assistance in creating a FAFSA account. Other community representatives will offer information on social activities for students, health information and supports for students with disabilities.

Parents will be encouraged to schedule meetings to review student performance on state exams. School purchased digital platforms are available to students from any location and anytime. This information will be shared with parents and students regularly through parent conference events, individual meetings and using the social media platform when appropriate.

The annual parent survey will be posted online in August. Digital access will be provided at open house. Paper copies will be provided upon request.

Once state test data is made available, parents will be encouraged to schedule an appointment to review student scores and discuss resources to assist with areas of deficit. Students have

access to school purchased digital learning platforms year round and from any location. These digital tools allow parents with resources they can use to support at home learning. Parents will have the opportunity to receive assistance in filling out the FASFA and be introduced to other opportunities for post-secondary transitions.

Parents can be informed about student progress by attending parent teacher conferences, reviewing mid-term progress reports and by accessing grades through the Home Access Center. Information for access to HAC is offered at Open House and technology staff members are available to assist as needed. Teachers can also be contacted directly through email or by phone.

Community partners are regularly invited to attend parent conference nights in order for parents to access services.

Parent nights will include community organizations and businesses to help provide support for students and parents. Local college officials/counselors will be invited to speak to our students about their future. The local health department and on-site counselors will also be used as resources throughout the year. Division of Developmental Disabilities, Arkansas Rehabilitation Services and Project Search of Arkansas will be invited to share how they can support students

The compact outlines how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the contract. The administrative assistant will prepare and distribute the compacts at a scheduled open house event prior to the first day of classes for students.

There are two parent conferences each year. Report cards are printed and distributed at the end of each quarter, as are progress reports, mid quarter. Parents can access grades anytime through the HAC eSchool system. Staff members are available by email.

Link to School and Parent and Family Compact:

https://drive.google.com/file/d/1VXDjiur_4KfsC116OFWg1XS4F14FdB5f/view?usp=sharing

School Engagement Facilitator Name:	Trish Brown
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Committee Members, Role

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Trish	Brown	PHS Parent Liaison
Tommy	Poole	High School Principal
Angie	Bryant	District Coordinator
Jennifer	Robbins	Counselor
Hannah	Steed	Community Member
Shannon	Crayne	Parent

PRESCOTT SD - SATURDAY SCHOOL

Prescott School District will offer Saturday School for grades 7 - 12 as an alternative method of consequences for tardies or any other violations of the student handbook. The time schedule for the Saturday School will be 9:00 a.m. - 11:00 a.m. in the FACS building on the high school campus.

IF a student fails to show up for Saturday school they will receive 3 days of ISS.

Students will have assignments to complete during this time. If the student does not complete the assignment they will not be given credit for being there that day and they will go to ISS for not complying with the rules and regulations of Saturday School.

DATE ADOPTED BY PSD SCHOOL BOARD: FEBRUARY 23, 2023

Second Chance Program

Students who are recommended for expulsion for violation of district drug and alcohol policy MAY be eligible to appeal the Superintendent of Schools for placement in the “Second Chance Program” to avoid expulsion.

This request must be made directly to the superintendent by the parent or guardian and/or the student. This program is designed to allow eligible student a possibility of continuing as a Prescott School District student under a strict probation and with specific limitation if they meet the following:

- (1) The Student cannot previously have been suspended or recommended for expulsion for violation of the drug/alcohol policy.
- (2) The parent and the student must agree to be enrolled in and agree the complete participation in the school approved drug/alcohol program. The school approved program is provided and administered by a mental health professional.
- (3) The Student agrees to participate in the drug/alcohol testing, counseling, and required meetings prescribed by the drug/alcohol abuse program. The mental health professional will notify the school if the student fails to meet all of the requirements for their program.
- (4) Parents and Students requesting enrollment in the “Second Chance Program” agree to waive the right to a hearing before the school board on the expulsion should the student fail to meet the terms of the program and be recommended for expulsion during the probationary period.

Students who meet these requirements may request probationary status from the Superintendent of Schools after they serve Ten (10) Day Out of School Suspension. If approved, the student may have their recommendation for expulsion modified by the superintendent and will be placed in the “Second Chance Program.” Parents making the request for this probationary status must contact the Superintendent of Schools and arrange for a meeting with the superintendent, an administrator from the student's school, a school counselor, the student, and their parent or guardian. The superintendent may, after reviewing the information provided, choose to allow the student to attend school on a probationary status for the remainder of the expulsion term. Students who are placed on probationary status will be allowed to attend school as long as the student satisfactorily completes the drug/alcohol abuse program. In addition, the student must meet all prescribed stipulations dealing with school attendance, academic performance, student disciplinary restrictions and other restrictions deemed appropriate by the superintendent/principal. A student who fails to meet all requirements of the drug/alcohol abuse program or violates the agreed upon terms of the “Second Chance Program,” will be considered in violation of the probation and will be recommended for expulsion.

Date Adopted by Prescott SD Board of Directors: February 23, 2023

Credit Recovery/In-School Suspension (ISS) 2022-2023 Plans

Credit Recovery – (Students are NOT placed in this program for punitive reasons. General Handbook rules apply. This program is a privilege. Failure to comply to the handbook guidelines may result in NOT participating in this opportunity. Students who choose to NOT comply could result in losing the privilege of credit recovery (return to general education classes) and/or remain in this setting with a status of placement changed to punitive.)

Students will be referred to Credit Recovery based on their needs to complete their Personal Graduation Plan. This program is self-paced and computer instructed using Apex Learning.

In School Suspension (ISS) –Students will serve ISS when the student has made the choice not to follow the rules set forth in the Student Handbook. The intention of this program is to deter students from the action that warranted this consequence or other disciplinary conducts outlined in the Student Handbook. Students will be expected to complete classwork while serving ISS. Various interventions will be applied to deter being assigned to ISS, particularly those students on a chronic basis.

Violation of Rules in ISS: Minimum: OSS - 3 days Maximum: Recommendation of Expulsion

IN SCHOOL SUSPENSION (ISS)

The primary goal of the on-campus In School Suspension Classroom, hereafter referred to as ISS, is to provide for a supervised setting for a student who would ordinarily be suspended at home, to have the opportunity to keep up with class assignments for credit. Placement of a student will be based on disciplinary infractions not associated with a handicapping condition. Behavioral problems leading to ISS shall include, but is not limited to disruptive behavior that interferes with the educational process, behavior that severely threatens the general welfare of others, and recurring conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of class.

Students may be placed in ISS by the principal or principal designee. The duration of the assignment will be determined by the seriousness of the violation(s) or the total number of previous violations. Prior to attending ISS an attempt to notify parent or guardian will be made. Notification of ISS placement may be made by the principal or principal designee. The minimum assignment will be one day. It is understood that this is a minimum only and the principal or designee may assign more days at his/her discretion.

Students assigned to ISS will not be allowed anywhere on campus, other than the ISS room. Therefore, it is imperative that the student takes all his/her textbooks, notebooks, paper, pens, pencils, and other materials necessary for study with him/her when he/she leaves the campus upon notification of his/her assignment to ISS. The student is responsible for having all of the aforementioned study materials with him/her when first reporting to ISS.

Students attending ISS are not to be on any school district property other than ISS from arrival of school until the end of the school day.

RULES of ISS:

Students are expected to adhere strictly to the following:

1. No talking – as you enter the classroom do not make any sound, gesture, or noise that would indicate an attempt to talk or gain the attention of another person. Go directly to your assignment station, sit down and begin working. If you need attention, raise your hand and wait for recognition. All questions must be of an academic nature and must relate to your assignment and/or course work.
2. Be seated – Once you enter the classroom, take the most direct route to your assigned station and be seated. Do not leave the chair until you have raised your hand and received permission to do so, only the ISS supervisor or administrator may give you permission to leave your chair. The bell does not dismiss anyone.
3. Study – Assignments will be provided by the regular classroom teacher. In the event assignments have not been provided, or until they are, the ISS supervisor will provide and require you to do an assignment. Regardless, you are to begin working immediately upon entering the classroom with whatever assignment has been provided. Don't wait to be told to start work. If you have to be told to start working, you may be told your days have been extended.
Teachers may have the student take tests in ISS or they may give the student his/her tests when he/she returns to his/her regular classroom. The grading scale for assignments and tests given in ISS will be the same as the scale used in the regular classroom.
4. Face the wall at all times – Do not turn your head to see who may be leaving or entering the classroom, or to look at anyone in the classroom.
5. Sit upright in your chair at all times – No slouching or trying to get in a prone position will be allowed.
6. Keep head up at all times – Do not place head on hands, arms, or desk at any time.
7. Keep chair legs on floor at all times – The chair could slide from under you, or it might break.
8. Keep feet on floor at all times – Keep feet off walls and out of chairs.
9. Keep shoes on feet at all times.
10. No leaning head against divider or wall at any time.
11. No marking, writing, scratching on or defacing property.
12. No chewing gum or any other object in the classroom.
13. Keep busy – Do your class assignment. Assignments are to be completed before you are dismissed from ISS.
14. Each day assigned means a full day will be served. Anyone leaving for any amount of time (other than the designated break or lunchtime) will not receive credit for completing the day. Students will not be allowed to return to their regular class until they have successfully completed their days in ISS.
15. No sleeping.
16. Reporting time – no loitering – Regardless of how to get to school, when you arrive on campus, go directly to the BIC, go directly to your seat, sit, get busy and remain quiet. Once you enter, do not leave without permission. Any student who reports later than 7:45 a.m. or who fails to report immediately upon arrival on the campus without permission granted by the principal will have his/her stay extended in the ISS. Students attending the ISS are not to be on campus prior to 7:30 a.m. unless the principal has given prior approval. A

- parent/guardian or another adult chosen by the parent/guardian escort their child to the ISS room and sign him/her in. If the parent or chosen adult cannot transport the child to school, the student may ride the bus as a last resort.
17. Students may bring lunch or order a lunch from the cafeteria. Lunch will be eaten in a place designated by the ISS supervisor. There is to be no eating or drinking in the ISS except at lunch.
 18. Students will work on their assignments according to their schedule. Students will complete all assignment and hand them in to the ISS supervisor at the end of each period. Students not working will be assigned an additional day by the ISS supervisor. Students will be dismissed by the ISS supervisor. Do not get out of your chair until you are dismissed.
 19. Transportation to and from ISS may be the responsibility of the student and parent.
 20. No visitors, other than parents with emergencies, are allowed at any time. The parent must check with the principal prior to going to ISS.
 21. Students are to dress in compliance with the school dress code.
 22. Students assigned to the ISS will follow all the rules in the student handbook and any special rules of the ISS. Students not following the rules will have additional days assigned by the ISS supervisor or the principal.
 23. Any student who is not complying with the ISS rules chooses to be suspended from school. The student may return to school to complete his/her assigned days in the ISS when he/she demonstrates the willingness and proper attitude to comply with the rules and regulations of the ISS. Prior to returning to campus, the student or parent/guardian is to contact the principal or designee by telephone to arrange an appointment to discuss the student's return to ISS. The student is to be aware that students suspended from school will receive zeroes for all assignments and tests missed.
 24. If a student is placed in the ISS for more days than remain in a semester or term, his/her days will carry over into the next semester or term to include the next school year.

We will closely monitor the set up and make needed adjustments to make the environment conducive to learning.

Prescott School District/Prescott High School

District Policies and Student Handbook

It shall be the policy of the Prescott School District that the most recently approved version of the Student Handbook be incorporated 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 18 years of age or older have acknowledged receipt of the controlling language.

Prescott Public Schools has the responsibility to inform students of their rights and responsibilities; likewise, the student has the responsibility to know and abide by the rules and regulations of the school and the district. It is necessary for parents to familiarize themselves with school regulations, laws, procedures, and policies to eliminate misunderstandings and join in the effort to maintain a quality educational program.

The Prescott School District's handbook is now electronically submitted, however, if a parent/guardian or student requests a hard copy, they may contact the office. The signatures below indicate that the parent/guardian or students have picked up a hard copy.

Student's Signature: _____

Parent/Guardian Signature: _____

Date: _____

