

Marshall High School
Student Handbook
2025-2026

August 1, 2025

Dear Parents,

State law requires that students and parents be advised of the rules and regulations by which the school is governed. The law also requires each school district to develop procedures for written notification and documentation of the receipt of such policies by all parents and students.

In order to comply with the law, Marshall High School has placed a copy of the current student handbook on its webpage with these rules and regulations. If you would like to have a personal copy, please contact the school and you will be provided with one. Please take time to read and discuss the handbook rules and regulations with your child.

Please sign and return this letter to acknowledge that you have received the Marshall High School Student Handbook for the 2025-2026 school year. This letter is to be signed and returned to the principal no later than ten (10) days after receiving the handbook. Signature doesn't constitute agreement or acceptance with the handbook, only that you have access to the handbook on the school website and/or received a copy.

Please return the medication release form, if applicable, to the office or bring them by our office personally if you wish to discuss any of the rules with us.

Also, in this handbook is the drug testing policy for students involved in extracurricular activities or who drive to school. Please read it closely and sign and return the consent form if it applies to your child.

Sincerely,

Misty Tabor, Principal

Marshall High School

952 Hwy 65 North, Marshall, AR 72650

(870) 448-3331

Parent Signature

Date

Student Signature

Date

EQUAL EDUCATIONAL OPPORTUNITY

No student in the Searcy County 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 color, religion, national origin, sex, age, or disability. 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 Mrs. Valorie McCleary, Superintendent, who may be reached at 870-448-3011.

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 <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html> ; for the address and phone number of the office that serves your area, or call 1-800-421-34

INTRODUCTION

This handbook has been prepared to assist students, parents, and the faculty of Marshall High School toward an understanding of district policies and educational programs. It contains much of the information necessary to familiarize individuals with the routine affairs of the school as it endeavors to administer to the needs of those whom it serves.

We urge every student to read this reference book carefully. Furthermore, we encourage students to discuss its contents with parents, teachers, and the school administration. A more thorough understanding of the school and a more effective spirit of cooperation will be the ultimate results of a better informed student.

It shall be the policy of the Searcy County 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.

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ALMA MATER

*Nestled Fondly in the Ozarks
Under Skies of Blue
Stands Our Noble Alma Mater
Glorious to View
Far Above the Busy Humming
Of the Bustling Town
Reared Against the Arch of Heaven
Looks She Proudly Down
Marshall, Hail Our Alma Mater
Loud Our Praises Be
We, Thy Faithful Sons and Daughters,
Pledge Our Loyalty.*

SEARCY COUNTY SCHOOL DISTRICT | 2025-26 4-DAY SCHOOL CALENDAR

Teachers:

June 1- Aug. 18: 2 days of PD
July 28-Aug. 8: Open for 1 day of instructional planning

JULY '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan. 1-2: Christmas Break: No school
Jan. 5: No school
Jan. 6: Classes resume. Start of Q3
Jan. 12, 19, 26: No school
Jan. 28: Make-up day, if needed

Aug. 12, 13, 14: Professional learning & teacher collaboration (no school for students)

Aug. 12: LIS Open House
Aug. 14: MES/MHS Open House
Aug. 19: First day of school for students: Start of Q1
Aug. 25: No school

AUGUST '25						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Feb. 2: Teacher professional learning & collaboration
Feb. 2: No school for students
Feb. 9, 16, 23: No school
Feb. 23: Make-up day, if needed

Sept. 1, 8, 15: No school
Sept. 22: Teacher professional learning & collaboration
Sept. 22: No school for students
Sept. 29: No school

SEPTEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 2: Teacher professional learning & collaboration
March 2: No school for students
March 4: End of Q3: 36 instructional days
March 9: Start of Q4: School will be in session
March 12: PT Conferences: 1/2 day for students
March 13, 14: No school
March 16: Make-up day, if needed
March 23-28: Spring break: No school
March 30: No school
March 30: Make-up day, if needed

Oct. 4: No school
Oct. 10: End of Q1: 32 instructional days
Oct. 13: Start of Q2. School will be in session.
Oct. 14: PT Conferences: 1/2 day for students
Oct. 17, 20, 27: No school

OCTOBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

APRIL '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April 4, 13, 20, 27: No school
April 13: Make-up day, if needed

Nov. 3: Teacher professional learning & collaboration
Nov. 3: No school for students
Nov. 10, 17: No school
Nov. 24-28: Thanksgiving Break: No school

NOVEMBER '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY '26						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 4, 11, 18: No school
May 8: Graduation
May 21: Last day of school
May 21: End of Q4: 38.5 instructional days
May 21: End of 2nd semester: 74.5 days
May 22: Make-up day, if needed

Dec. 1, 18: No school
Dec. 8: School will be in session
Dec. 19: End of Q2: 36.5 instructional days
Dec. 19: End of 1st semester: 68.5 instructional days
Dec. 22-31: Christmas Break: No school

DECEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Q1 = 32 days
Q2 = 36.5 days
Q3 = 36 days
Q4 = 38.5 days
143 days

MHS 2025-26 Bell Schedule

1st	7:50 – 8:40	50 minutes
RTI	8:43 – 9:03	20 minutes
2nd	9:06 – 9:56	50 minutes
3rd	9:59 – 10:49	50 minutes
4th	10:52 – 11:42	50 minutes
5A – 7th and 8th	11:45 – 12:35	50 minutes
Lunch 9 – 12	11:45 – 12:15	30 minutes
5B – 9th – 12th	12:18 – 1:08	50 minutes
Lunch 7 – 8	12:38 – 1:08	30 minutes
6th	1:11 – 2:01	50 minutes
7th	2:04 – 2:54	50 minutes
RTI	2:57 – 3:27	30 minutes
8th	3:30 – 4:20	50 minutes

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance shall be recited:

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

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

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.

NATIONAL ANTHEM

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

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

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

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

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

MARSHALL HIGH SCHOOL

MISSION AND VISION STATEMENT

Mission

Building Opportunities by Challenging ALL Students to Succeed

Vision

We will ensure all students learn at high levels by:

Building Opportunities

- Develop, implement and refine a guaranteed and viable curriculum for every course or content area
 - Identify the essential learning for every course or content area
 - Communicate clear learning targets to students in student-friendly language
 - Develop formative and summative assessments aligned to the learning targets
 - Create and implement units of instruction that embed essential learning
 - Deliver grade-level content with appropriate pacing
- Implement a multi-tiered system of academic and behavioral supports
 - Plan and deliver quality, grade-level core instruction to all students
 - Utilize our assessment data to identify students in need of additional time and support on essential learning outcomes
 - Deliver targeted Tier 2 interventions based upon the essential learning
 - Identify students in need of intensive support in literacy and math
 - Deliver targeted Tier 3 interventions to students significantly behind in grade level learning
- Provide students with opportunities to pursue their interests through passion projects

By Challenging ALL Students

- We will provide grade level content or higher.
- Teams will develop a guaranteed and viable curriculum in each content area.
- Students will be held to high expectations by establishing goals and celebrating successes.
- Staff will commit to provide social-emotional and behavior appropriate learning opportunities during classroom instruction.
- RTI Teachers will provide extension and enrichment opportunities to challenge students who have mastered the daily learning objectives.
- Students will have the ability to work with community partners during flex days via passion projects.

To Succeed

- We will ensure students are career and/or college ready.
 - Graduate with a high school diploma
 - Complete the WorkKeys program
- We will instill responsibility in all students by requiring them to:
 - Be actively engaged learners
 - Attend school daily
 - Be punctual to all classes
 - Meet classroom/school deadlines
 - Be organized and prepared for class
- We will promote a collaborative culture by staff connecting and forming supportive and safe relationships with students.
 - Advisory Groups
 - Canvas
 - Student Voice/Team Meetings
 - CFA's and RTI

FEDERAL COORDINATORS

In keeping with the guidelines of Title VI, Section 601, Civil Rights Act of 1964; Title IX, Section 901, Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, No student in the Searcy County School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from the participation in, or be denied the benefits of, or be subjected to discrimination under any educational program or activity sponsored by the District.

Coordinator: Title VI	Heather Bohannon
	950 Hwy 65 North
	Marshall, AR 72650
Phone Number:	870-448-3011

Coordinator: Title IX	Heather Bohannon
Address:	950 Hwy 65 North
	Marshall, AR 72650
Phone Number:	870-448-3011

Coordinator: Section 504	Misty Tabor
Address:	952 Hwy 65 North
	Marshall, AR 72650
Phone Number:	870-448-3331

Any person having inquiries concerning compliance with Title VI (Race), Title IX (Sex), or Section 504 (Handicap) is directed to contact the above appropriate coordinator.

SCHOOL-PARENT COMPACT

Marshall High School Staff, Parents, and Students make the following compact to share responsibilities for high student performance:

Marshall High School Staff Responsibilities

1. Maintain a positive and safe learning environment.
2. Communicate regularly with parents and students regarding the school's goals, needs, achievements and programs available.
3. Inform parents of student progress and be available to work with parents to improve student performance as needed.
4. Provide challenging tasks so students can achieve their potential.

Marshall High School Parent Responsibilities

1. Be aware of the child's attendance.
2. Encourage prompt return and completion of all homework assignments.
3. Attend all parent/teacher conferences.
4. Regulate student leisure time (hobbies, TV, etc.)
5. Be involved in the planning and evaluation of our school's performance.
6. Make certain that the child is on time and prepared for the school day.
7. Give complete support of the school's discipline policy.

Marshall High School Student Responsibilities

1. Attend school regularly, be prepared and on time.
2. Complete and return homework assignments on time.
3. Control behavior and observe school and classroom rules at all times.
4. Stay on task during class time.
5. Monitor pleasure time activities and do more educational activities, such as reading, educational computer games, puzzles, etc.
6. Show respect for all school staff, fellow classmates, visitors and themselves.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT – SCHOOL

Marshall 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, Marshall 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 parental involvement 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, Marshall 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.

Marshall 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.

Marshall 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.

MARSHALL HIGH SCHOOL STUDENT POLICIES

ATTENDANCE, PERMITS TO RE-ENTER, TARDINESS 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 co-op 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.

ENTRANCE REQUIREMENTS

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

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

A student may enter kindergarten if the student:

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

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

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

The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or the student's parent or legal guardian presenting for enrollment.¹

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 birth certificate;
 - A statement by the local registrar or a county recorder certifying the child's date of birth;
 - An attested baptismal certificate;
 - A passport;
 - 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;
 - United States military identification; or
 - 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 under **IMMUNIZATIONS**, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

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 the child 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, G.E.D., 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) A.C.A. § 6-18-207

Uniformed Services Member's Children

For the purposes of this policy:

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

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

“Deploying” 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 Force

“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.⁵

An eligible child as defined in this policy shall:

1. Be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school;
3. Enter the District’s school on the validated level from his/her previous accredited school when transferring into the District after the start of the school year;
4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to the extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;
5. Be provided services comparable to those the student with disabilities received in his/her previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
6. Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;

7. Be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. Be eligible to continue attending District schools if he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

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

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

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

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

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

INTERNATIONAL EXCHANGE STUDENTS

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

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

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

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

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

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.

DISTRICT ATTENDANCE POLICIES

School attendance is a major contributing factor in maintaining good grades and in allowing students to be involved in school activities. Good attendance habits are encouraged by the School Board, faculty, and administration. Students and parents have responsibilities in regard to complying with school policies on attendance. These policies have been adopted both in the interest of encouraging students to develop good attendance habits and in providing opportunities for making up missed work to those students who have complied with attendance requirements. Policies are also provided for the purpose of defining limits on absences and consequences to result for students who have incurred absences in excess of those defined limits.

If periods of prolonged absences are expected to occur due to medical problems or other unusual circumstances, parents and/or students should consult with the principal to determine if the student might qualify for homebound instruction services.

The student's parents, guardians, or persons in loco parentis shall be notified when the student has accumulated 3 unexcused absences and again when the student has accumulated 5 absences. Notice shall be by telephonic contact with the student's parents, guardians, or person in loco parentis by the end of the school day in which such absence occurred or by regular mail with a return address on the envelope sent no later than the following school day.

Whenever a student exceeds the number of absences provided for in the district's student attendance policy, the school district shall notify the prosecuting authority, and the student's parents, guardians, or persons in loco parentis shall be subject to a civil penalty in such an amount as a court of competent jurisdiction presiding in the presence of a representative of the school district may prescribe, but not to exceed five hundred dollars (\$500) plus costs of court and any reasonable fees assessed by the court. The penalty shall be forwarded by the court to the school attended by the student. In cases where the court determines the student's unexcused absences cannot be attributed to the parents, guardians, or persons in loco parentis, the action may be suspended or dismissed conditioned on a petition being filed in juvenile court to seek services on behalf of the students.

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.
13. Absences for a student who is the child of a fallen service member or fallen first responder:
 - Due to a mental health concern; or
 - To attend an event from a sponsoring organization that provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency.
14. Upon the written consent of a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to

the student, the District shall grant an excused absence for the following purposes:

- Social or public policy advocacy; or
- Attempts to influence legislation or other governmental policy-making at the local, state, or federal level.

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.
- d. The student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student provides written documentation that the student's absence is to attend an event from a sponsoring organization that:
 - Provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency; and
 - May be verified as an organization that provides support to the military and first responder community by reviewing the Resources Page for Military Family Engagement on the Department of Education website.

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.

Parent Note: Students will be allowed two (2) parent notes in a semester that can be used to excuse absences due to illness.

A student shall not be eligible to receive an excused absence for #13 above if:

- The student is not in good academic standing;
- The student does not have a prior record of good attendance; or
- The absence occurs during a date on which standardized testing is administered.

The District shall annually provide a report by June 30 to the Division of Elementary and Secondary Education that contains the following:

- The number of absences requested under number 14;
- The number of absences granted under number 14; and
- The stated purposes of the absence.

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, standing in loco parentis, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with nine (9) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has five (5) unexcused absences or has five (5) unexcused absences in a class period, his/her parents, guardians, or persons in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds nine (9) unexcused absences or ten (10) unexcused absences in a class period in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

At any point prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements.

The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administrator or designee.

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 the former student meets certain requirements specified in the statute.

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:

3. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
4. Teachers are responsible for providing the missed assignments when asked by a returning student.
5. Students are required to ask for their assignments on their first day back at school or their first class day after their return.
6. 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.
4. Students shall have one class day to make up their work for each class day they are absent.
5. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
6. Students are responsible for turning in their make-up work without the teacher having to ask for it.
7. 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.

8. As required/permitted by the student's Individual Education Program or 504 Plan.
- 9.

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

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.

TARDINESS

Promptness is an important character trait that the District staff are encouraged to model and help develop in our school's 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.

The development of student punctuality is one of the paramount objectives of our school. Being punctual is one trait required of any individual regardless of his/her field of endeavor. In school, promptness is an understanding of the value of time and a proper respect for the other person's right to his/her full share of it. Students have no right to cause their fellow students or their instructors to lose time. At Marshall High School, "tardy" is defined as not sitting in the assigned seat when the tardy bell rings.

Ample time is allowed for changing classes between periods. There is no excuse for any student not to be in his/her assigned seat ready to work when the tardy bell rings. Further, any student who has not arrived to class within fifteen (15) minutes of its scheduled starting time will be counted absent from class unless the principal determines otherwise.

Tardiness is rarely excusable. These rules will be followed:

- a. If a student is tardy for the first period, he/she should check in through the office and receive an admittance slip.
- b. If the student is detained by a teacher, the detaining teacher should supply the student with a note explaining the delay.
- c. Three tardies will result in a detention for the class in which the student was tardy. Parents will be notified for the third tardy and any additional tardies in the class in which the student was tardy.
- d. Four tardies will result in two lunch detentions for the class in which the student was tardy.
- e. Five tardies will constitute an all-day detention for the class in which the student was tardy.
- f. Six tardies will result in all-day detention. Parents will also be notified of habitual tardiness and may be asked to arrange a conference with the principal to discuss plans for correcting the problem.
- g. Ten tardies will constitute one day of in-school suspension.
- h. Each tardy after ten will result in one day of in-school suspension.

TRANSFER STUDENTS

Transfer applications received by the Searcy County School District shall be placed on the Board's next meeting agenda.¹ At least five (5) days before the meeting where the transfer application appears on the agenda, the superintendent shall notify the Board regarding:²

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

Each transfer application³ shall be considered individually and receive a separate vote by the Board. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a student who submits a transfer application shall be given at least five (5) minutes to present the student's case for a transfer to the Board.

The Board may reject a non-resident'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.⁴ The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

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

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

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.⁵

Except as otherwise required or permitted by law,⁶ 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.

School Choice

Exemption

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

Elementary and Secondary Education (DESE). As a result of the desegregation order/desegregation plan, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption. The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.

Definitions:

“Lack of capacity” means, based on the maximum student to teacher ratio allowed under federal law; state law; the Rules Governing the Standards for Accreditation for Arkansas Public Schools and School Districts; state rules; or other applicable federal regulations, that ninety-five percent (95%) or more of the seats at the grade level in which the student would be assigned at the nonresident school are filled on the date the school choice application is made.

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

Standard School Choice

Transfers into or Within 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 or school has a lack of capacity.

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 for students transferring into the District; or
- Only this District for students transferring to another school within the 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 June 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 June 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 no later than the fifteenth (15th) calendar day following the receipt of an application, the Superintendent shall notify the following, in writing, of the decision to accept or reject the application:

- For transfers within the District, the student's parent; or
- For transfers into the District, the student's parent and the student's resident district.

Accepted Applications

Applications which fit within the District's stated capacity standards shall be provisionally accepted in writing. A student's acceptance shall be effective on the earlier of:

1. The day the District provides notification to the student of the student's acceptance; or
2. The day the State Board grants an appeal of the student's application.

The written notice of acceptance shall inform the student that the student has ten (10) school days⁷ from when the notice is received to either:

A. Enroll in the district or in the other District school; or

B. Inform the district that the student intends to enroll in the district or the other District school at the start of the next school year.

The acceptance shall be null and void if the student fails to enroll within the ten (10) school day period or fails to inform the district within the ten (10) school day period of the student's intent to transfer at the start of the next school year.⁷

A student, whose application has been accepted and who has enrolled in the District or in another District school, is eligible to continue enrollment until completing the student's 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 the student's resident district or assigned school; 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 completion of the student's secondary education.

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

Rejected Applications

The District may reject an application for a transfer into or within the District under Standard School Choice due to a lack of capacity. The District shall use the date and time stamp the District placed on a student's application to determine when the District has reached capacity. A student's application shall be used to determine capacity regardless of whether the student intends to transfer immediately or at the start of the next school year.

The decision to accept or reject an application shall 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.⁸

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. A provisionally rejected applicant could be provisionally approved and would have to meet the acceptance requirements to be eligible to enroll in the District or another district school if:

A provisionally approved applicant subsequently does not enroll in the District;

- A provisionally approved applicant subsequently does not enroll in the District school the District student was seeking to transfer to; or
- A District student submits a school choice application to transfer to another district or another school within the District.

The superintendent shall notify the previously provisionally rejected student within fifteen (15) days of the change in status and shall provide notice of all final rejections by July 1.

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 the student's resident district only for transfers within the District or both the resident and nonresident districts for transfers into the District or another district, 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.

Annual Reporting

The District shall report annually to the Secretary of the Department of Education:

- The number of transfer applications received;
- The number of applications accepted;
- The number of applications rejected; and
- The reason(s) for each rejection.

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 June 1 application deadline; and
- The student's resident district is responsible for the cost of transporting the student to this District's school.

Opportunity School Choice

Transfers Into or Within the District

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 District⁹ 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 June 1 of the school year before the school year the student intends to transfer to the District for students transferring within the District or both the sending and receiving school districts for students that are transferring into the District.

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.¹⁰ Unless the student's application was rejected due to the application not being timely received by the District for students transferring within the District or both the resident and nonresident districts for students that are transferring into the District, 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.¹¹

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.¹²

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.

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 the foster child's continuity of educational services to the fullest extent that is practical and reasonable.

The Superintendent or the superintendent's 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.¹

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 the foster child's 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.²

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 the foster child. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.³

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.⁴

If a foster child was enrolled in a District school immediately prior to completing the foster child's 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 June 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:⁵

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.

Notes: Additional guidance documents and training materials on students in foster care may be found on the DESE website at:
<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/Foster%20Care%20Liaison>.

If a foster child application is denied due to the district's enforceable desegregation court order or court-approved desegregation plan, the law requires that the district immediately submit proof from a federal court to DESE that the public school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the provisions of A.C.A. § 6-18-233.

HOME SCHOOL POLICY

Enrollment in Home School

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

1. At the beginning of each school year, but no later than August 15;
2. Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or

3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

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

- Electronically, including without limitation by:
 - o Use of the Division of Elementary and Secondary Education's (DESE) online system;
 - o Email; or
 - o Facsimile;
 - o 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 homeschool; and
- g. A signature of the parent or legal guardian

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

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

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

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student's enrollment in home school during a semester if the

superintendent or the board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property.

Enrollment or Re-Enrollment in Public School

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

- 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:
 - o Curricula used in the home school;
 - o Tests taken and lessons completed by the home-schooled student; and
 - o 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

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:

- 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:

- o Indicate the course(s) the private school or home schooled student is interested in attending;
- o 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;
 - o 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;
- o Agree to follow the District's discipline policies; and
- o 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.**

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.

VISITORS TO THE SCHOOL

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit MHS. To minimize the potential for disruption of the learning environment, visitors who have a purpose other than to attend an activity open to the general public are required to first report to the school's main office and receive authorization from the building principal or the principal's designee before the individual may enter the school property. 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 following provisions:

A sex offender (Level 3 and/or Level 4) 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 must give reasonable notice to the school principal or his/her designee. The principal or designee may allow the sex offender to enter the campus provided there is a designated school official or employee to escort and supervise the sex offender while he/she remains on campus. The sex offender shall not enter the school campus until such time as a designated school official or employee is available.

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 in the building or on the school grounds must enter and check-in through the school office. Visitors are asked to present their valid state identification, which is scanned, and to wear the visitor badge given to them at check-in. Visitors from other schools or school-age siblings of current students are not allowed because of the dual problems of space and class disruption; this includes the lunch hours.

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so. Visitors who are disruptive become "trespassers". As such, they lose their right to be on campus.

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.

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

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

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

requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

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

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

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

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

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.

SCHOOL OF INNOVATION

Marshall High School has been chosen to be a School of Innovation (SOI), beginning with the 2018-19 school year. We believe our School of Innovation plan allows us to better serve and teach our students. One of our goals as an SOI school is to prepare students for college and/or a career. To help achieve this goal, each student will be assigned a mentor teacher who will meet with the student during FLEX time. Working as a team, the mentor teacher and student will develop goals for each week so that the student will remain on track. In the event a student needs additional help in a class or classes, the mentor teacher will schedule the student into the appropriate classes during FLEX time in order to get that help.

But with the School of Innovation plan comes some major changes, some of which are outlined below.

- Instruction will be delivered in a “blended” format
 - o From teachers in the “traditional” way
 - o From online curriculum
- A Learning Management System will be the avenue by which online curriculum will be disseminated and will allow:
 - o students to work at their own pace
 - o teachers to monitor student learning

- o parents to access the records of students' progress
- Students will have the opportunity to
 - o Choose personalized learning experiences
 - o Be eligible for celebrations based on completion of individualized student SMART goals.
 - o Participate in "Passion Projects"
- Although additional time and resources will be available for students, hard deadlines will be in place for course assignments and assessments.
- Students who complete all work before the end of a semester will work ahead and start on the next semester.
- Flex days will be scheduled to allow opportunities for students to receive additional help or enrichment activities.

GENERAL STUDENT REGULATIONS

1. Every student is required to have all necessary books and equipment before attending classes.
2. Every student must attend school all day and be enrolled for the prescribed class load unless he/she is participating in an approved program which allows for exception from this regulation.
3. Students are not to be in the front office area or teachers' lounge unless they have permission from a school authority.
4. Students shall not gather in the front entrances of the main building.
5. Public displays of affection are not permitted. This includes holding hands, hugging, kissing, embracing, etc.
6. Students are not allowed to sit in the hallway of any school building.
7. Running, pushing, or playing in the school building are sources of accidents and are not permitted in school buildings.
8. Students are to remain in their seats until the teacher dismisses them at the end of the period.
9. Students wishing to talk to another student in a different classroom should get prior approval from the office before being allowed to do so.
10. Students are to be in class at all times unless their teachers have given them permission to be out of class.
11. Students will not be called to the telephone from class unless the call is urgent. Students may request to use office telephones between classes.
12. While in the school building, students may be allowed to consume food outside the cafeteria at the discretion of the

- teacher(s). Students arriving late to school will be permitted to eat breakfast. Drinks are permitted in the building and in classrooms so long as they are in a spill-proof container.
13. All school visitors must register with the principal's office upon entry to the campus and are expected to follow all school rules while visiting. Visitors will be given a badge which must be worn at all times while on school grounds. Any visitation to the classroom shall be allowed only with the permission of the building principal.
 14. Students from other schools or guests of present students are not allowed to visit the school grounds at any time except during the noon hour and only then with prior approval from the principal's office. Students' guests will be expected to follow school rules while visiting.
 15. No petition may be circulated on school grounds unless the direct approval of the superintendent of schools has been given. A violation of this rule may be grounds for suspension from school. Students are encouraged to work through Student Council members on matters dealing with student concerns.
 16. Parents will be notified by mail or by telephone when students are in the principal's office for disciplinary reasons. Parents are encouraged to come in for a conference if a disciplinary report is received.
 17. The school will make lockers available to registered students, upon student request. Requests are made to the secretary and approved based on good standing with the school. Lockers are not to be shared unless the sharing is approved by the principal or his designee; there should be only one person per locker. A \$5.00 rental fee will be charged for lockers. No items are to be affixed to the outside of the lockers unless approved by principal. Students will be charged for damaged lockers. The use of locks is optional. If a student chooses to use a lock, they should provide a copy of the combination and/or key to the high school secretary.
 18. Lost and found articles should be reported promptly to the principal's office.
 19. Gum chewing will be allowed, but only at each teacher's discretion.
 20. 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. Any student or school employee who has witnessed or has reliable information that an act of bullying has occurred is required to report the incident to the principal or his designee.

21. Refer to Possession and use of Cell Phones page 81.
22. Skateboards and skate shoes are prohibited on school grounds at any time before, during, and after school hours.
23. Students who use school-issued equipment 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.
24. Students caught cheating on tests/assignments will be given an office referral under a group IV infraction and given an opportunity to make up the test/assignments for 1/2 credit. Students caught cheating on semester tests will be given the aforementioned punishment; the date for the opportunity to make up the test will be on a designated makeup day.
25. Plagiarism is not only academic dishonesty, but in some instances may be illegal, as in copyright infringement. Punishment is the same as #25 above.

SCHOOL CONDUCT

Who is Responsible for Student Conduct?

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

Students

Students have the responsibility to pursue their education at Marshall High School in a manner that shows respect for other students, faculty members, parents and other citizens. Students should be aware that they have a responsibility to cooperate with and

assist the school staff in the orderly and efficient conduct of the schools by abiding by rules and regulations established by the Board of Education and school of attendance and implemented by teachers and school administrators. Each student is responsible for his/her own conduct at all times.

Parents or Guardians

Parents or guardians are responsible for exercising the required controls so that their children's behavior at school will be conducive to their own progress and not disruptive to the school's education program. Parents or guardians are responsible for alerting school personnel when they have reason to believe that their children are experiencing difficulties at school or at home. With parents actively soliciting the help of the school, behavior standards may be maintained.

Teachers

All teachers are responsible for the supervision of the behavior of ALL students in the school. This includes not only the students who are regularly assigned to the teacher, but also all other students with whom the teacher comes in contact. Each teacher is expected to maintain the kind of atmosphere and decorum which will promote the learning process and to utilize sound techniques which seem appropriate. These techniques include conferences with students and parents, referral to counselors at the school, or referral to other supportive service personnel of the district (nurse, attendance caseworker, educational examiner, psychologist, etc.). When the teacher is unable to assist students in maintaining proper control of their behavior, students are to be referred to the appropriate administrator in the school.

Principals

The principal of each school is expected to disseminate to all students at the beginning of the school year, and to each new student upon registration, the rules and regulations. The principal is expected to involve representatives of the teaching staff, the student body, and the patrons of the school in developing the student discipline policies. The principal of each school is responsible for conducting continued in-service education for all personnel on a regular basis to interpret and implement established policies. The principal has the right to suspend, and may make a request to the superintendent that he recommend a student for expulsion, to the Board of Education. The principal is expected to inform the parents or guardians of any student whose behavior is in serious conflict with established laws, rules, and procedures.

Definitions

Expulsion: is the prohibition of a student from entering the school or school grounds (except for a pre-arranged conference with an administrator) for more than 10 days and which may last until the end of the semester, the end of the current school year, or permanently, depending upon the severity of the offense, with loss of academic credit. This action shall be taken by the Board of Education only.

Suspension: is the prohibition of a student from entering the school or school grounds (except for a pre-arranged conference with an administrator) for a period of time set by the principal of the school or the superintendent. Suspensions will be ten (10) school days or less, including the day on which the offense occurred.

Loitering by Students Suspended from School: Students suspended or expelled from school are prohibited from being in any school building or on any school grounds during the time of their suspension or expulsion unless a prearranged conference has been scheduled through the principal or his designee.

Punishment for Violations of School Rules: Punishment will range from a minimum of a verbal reprimand to a maximum of expulsion from school.

STANDARDS OF CONDUCT

The Searcy County 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; going to and from school or school activity.

All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school and not infringe on the rights of others. School staff have the authority and the responsibility to take customary and reasonable

measures to maintain proper control and discipline among students placed under their care and supervision. Such measures may include the use of reasonable force in the exercise of lawful authority to restrain or correct students and maintain order.

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 multi-tiered behavioral intervention procedures 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 Searcy County 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.

A student who is well informed concerning his/her rights and responsibilities and the standards of behavior expected would not require disciplinary action. For the information of all students, however, infractions to avoid and recommended disciplinary actions are presented as follows.

INFRACTIONS TO AVOID

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

Below each rule is a standardized list of disciplinary actions to be taken. Normally, this list will be adhered to in numerical order after each occurrence. However, the administration may exercise more extreme action in more severe situations or in situations in which a student has been involved in other rule infractions. School rules listed under standards of conduct have been placed into seven groups.

The rules covered under each group have been clearly stated and in most cases will carry the same penalty as any other rule in the group.

Students and staff require a safe and orderly learning environment that is conducive to high student achievement. Certain student behaviors are unacceptable in such an environment and are hereby prohibited by the Board. Prohibited behaviors include, but shall not be limited to the following:

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;

2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student's IEP or 504 plan. (Refer to Cell Phone use policy)
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,

24. Theft of another individual's personal property, and
25. Antisemitism.

GROUP I INFRACTIONS

Possession of a Firearm on School Grounds

“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.

GROUP I DISCIPLINARY ACTION

- Recommendation for expulsion for a period of not less than one (1) year. (The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis).

GROUP II INFRACTIONS

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

Therefore, no student in the Searcy County 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 hallucination;
- 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.

***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. K2 also known as Spice, K-2 Summit, Genie or Zohai will be considered a prohibited substance and infractions will be handled according to this policy. Selling, distributing, or attempting to sell or distribute, or using over the counter or prescription drugs not in accordance with the recommended dosage is prohibited.

Weapons, Dangerous Instruments, and Contraband:

“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;

- o On or about school property;
- o At any school sponsored activity or event;
- o On route to or from school or any school sponsored activity; or
- o 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.² 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.

Treatment of School Personnel: Students will not be allowed to behave in a hateful, discourteous, or degrading manner toward any school employee. A student may not willfully and intentionally assault, threaten to assault, or commit battery on any school employee.

Bomb Threats: A student who makes a bomb threat will be referred to the legal authorities and will be subject to Group I disciplinary action.

Student Threats: A student may not willfully and intentionally threaten to cause bodily harm to a student or any school employee.

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.

Gangs, secret societies, or other similar groups, whether organized in the community or in other settings, are prohibited on the school grounds and campus and at any school-sponsored activity. Gang-related activity, whether genuine or a pretense, that is identified by school officials is prohibited.

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

Wearing or possessing any clothing, bandannas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;

1. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;

2. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
3. 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.

GROUP II DISCIPLINARY ACTION

- Up to Ten (10) day suspension from school and possible recommendation for expulsion; Psychological Evaluation (if applicable)

GROUP III INFRACTIONS

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 acceptance, is calculated to:

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

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

Fighting will be defined as a physical exchange of blows. A student will not be subject to disciplinary action when it can be determined that the student was acting in self-defense or tried to break off the confrontation prior to fighting.

Indecent Exposure: A student shall not deliberately commit indecent exposure, nor shall a student make improper sexual advances toward another person at school or at school functions.

STUDENT SEXUAL HARASSMENT

The Searcy County 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;¹
- 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;² or
 - b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;²
2. The conduct is:
 - a. Unwelcome; and
 - b. Determined by a reasonable person to be 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 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)³ days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

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

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- 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.⁴

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.⁵

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 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.

Notes: ¹ 34 C.F.R. § 106.44 requires that a district have procedures governing the grievance process and the appeals process to accompany this policy. The procedures are required to cover all of the following:

· Direct that complainants and respondents shall be treated equitably by:

- Offering supportive measures to the complainant;
- Completing the District's grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.
- Providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent that are designed to restore or preserve equal access to the District's education program or activity, which may include the same individualized supportive measures;
- Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence;
- Provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
- Require that any individual designated by the District as a Title IX Coordinator, investigator, or decision-maker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent;

· Indicate that individuals selected by the District as Title IX Coordinators, investigators, and decision-makers have received training on:

- The definition of sexual harassment;
- The scope of the District's education program or activity;
- How to conduct an investigation and the grievance process, including appeals;
- How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
- Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant; and
- Issues of relevance to create an investigative report that fairly summarizes relevant evidence;

· Provide the District webpage where the materials used to train the District's Title IX Coordinators, investigators, and decision-makers is located;

- Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process;
- Include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals;³
- A process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action, which may include:
 - The absence of a party, a party's advisor, or a witness;
 - Concurrent law enforcement activity; or
 - The need for language assistance or accommodation of disabilities;
- Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the District may implement following any determination of responsibility;
- State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard;⁷
- Include the procedures and permissible bases for the complainant and respondent to appeal;
- Describe the range of supportive measures available to complainants and respondents; and
- Indicate that the District shall 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 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.

² While the definition for sexual harassment from 34 C.F.R. § 106.30 includes that the sexual conduct with an employee must be "unwelcome", we have removed the word "unwelcome" from the student policy as A.C.A. § 12-18-103 prohibits sexual conduct between district employees and students regardless of whether the student considers the sexual conduct to be welcome or unwelcome.

³ The minimum number of days you are required to provide for the parties to review the evidence is ten (10) days. Make sure that the number of days you include here matches with the time frame included in your procedures governing the grievance process.

⁴ A.C.A. § 6-18-502(c)(1)(B) provides that the superintendent has the authority to “modify the prescribed penalties for a student on a case-by-case basis”. 34 C.F.R. § 106.45 requires that either party must have an equal opportunity to appeal for the stated reasons; therefore, both the complainant and respondent have the right to appeal the initial determination-maker’s disciplinary sanctions.

⁵ While the Family Educational Rights and Privacy Act (FERPA) ordinarily requires that documents containing information about more than one student be redacted so that a student may only view the portion of the educational record that is relevant to that particular student, 34 C.F.R. § 106.6 provides that FERPA does not apply to the extent necessary to provide due process to both parties involved in the grievance process; this includes allowing either party to review the names of the other party as well as any witnesses who have provided evidence relevant to the investigation.

⁶ The language here does not change an individual’s rights under the IDEA, Section 504, or the ADA.

⁷ We have opted to use the preponderance of the evidence standard for determination of responsibility. If you choose to use the clear and convincing evidentiary standard instead, change the language here to indicate so and make sure that your procedures indicate so as well. 34 C.F.R. § 106.45 requires that you use the same evidentiary standard for both students and employees.

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

Bullying

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.

A school principal, or designee, who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

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:

1. May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated;
2. Involves an actual or reasonably perceived power imbalance;
3. Is repeated or has a high likelihood of repetition; and
4. 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:

- o Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- o 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;
 - c. 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.
2. 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.
3. 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:
4. That a credible report or complaint of bullying against their student exists;
 - a. Whether the investigation found the credible report or complaint of bullying to be true;
 - b. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
 - c. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
 - d. Make a written record of the investigation, which shall include:
5. 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;
 - a. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

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

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

GROUP III DISCIPLINARY ACTION

1. Up to 10 days' suspension from school, parent conference, probation, and report to law enforcement if pertinent.
2. Suspension and possible recommendation for expulsion.

Steps for consequences may be altered at the discretion of the Principal or his/her designee depending upon the severity of the offense.

GROUP IV INFRACTIONS

Use of Tobacco/Electronic Nicotine Delivery Systems, and Related Products:

Marshall High School is declared to be a smoke-free and tobacco-free environment. Smoking and the use of tobacco in any form is prohibited by students, employees, visitors, and all other persons. Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses owned or leased by the District, is prohibited. Possession of tobacco products by Marshall High School students is prohibited at any time the student is on school property during normal school hours. 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 (including chargers) that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, or under any other name or descriptor.

Electronic Devices: Student possession/use of a laser pointer(s) is prohibited. 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; enroute 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.

For other electronic devices, refer to **Possession and Use of Cell Phones**, and **Electronic Devices**.

Damage, Destruction, or Theft of School Property: A student shall not willfully or intentionally damage, destroy, or steal school or student property. Marshall High School will attempt to recover damages from the student destroying school property. Parents of any minor student under the age of 18 will be liable for damages caused by said minor.

Theft and Extortion: A student shall not steal or attempt to steal the property of another student or any other person, nor shall a student obtain or attempt to obtain something of value from another person either by physical force or threat (illegal acts).

Cheating

Students caught cheating on tests/assignments will be given an office referral and given an opportunity to make up the test/assignment for ½ credit. Students caught cheating on semester tests will be given the aforementioned punishment; the date for the opportunity to make up the test will be on a designated makeup day.

Energy Drink Policy

To support the health and well-being of all students, energy drinks are not permitted on campus at Marshall High School. This policy is in alignment with recommendations from leading health organizations, including the Centers for Disease Control and Prevention (CDC), which strongly advise against the consumption of energy drinks by children and adolescents.

Energy drinks contain high levels of caffeine and sugar that can pose serious health risks for students, especially those under the age of twelve. Our school nurses have reported increasing health concerns linked to energy drink consumption, including:

- Headaches
- Jitteriness

- Nausea
- Heart palpitations
- Sleep disturbances
- Increased blood pressure
- Anxiety and panic attacks
- Behavioral issues
- Increased aggression
- Irritability

GROUP IV DISCIPLINARY ACTION

1. Confiscation; full-day detention; in-school suspension; and/or contact of parent/guardian and payment of damages.
3. Suspension of three (3) to ten (10) days, at the discretion of the principal, and parent/guardian contact.
4. Suspension from school and/or possible recommendation for expulsion.

Steps for consequences may be altered at the discretion of the Principal and his or her designee depending up on the severity of the offense.

GROUP V INFRACTIONS

Disregard of Directions or Commands (Insubordination): All students shall comply with reasonable directions or commands of teachers, substitute teachers, teacher aides, principals, administrative personnel, school bus drivers, or any other authorized personnel.

Disorderly Conduct: A student shall not engage in behavior which produces situations in which instruction or activities of other students are adversely affected.

Profanity, Verbal Abuse, Obscene Gestures: A student shall not use profane, violent, vulgar, abusive, or insulting language at any time. A student shall not be in possession of obscene pictures, shall not use physical gestures that convey a connotation of

obscene or highly disrespectful acts, shall not infringe upon the rights of others and shall not cause or begin an overt and immediate disruption of the educational process.

Public Display of Affection: Public display of affection (PDA) is not appropriate behavior at school. Failure to comply with the reasonable expectations of the school staff will lead to disciplinary action.

Gambling: A student shall not engage in any game of chance on school premises at any time.

Student Assemblies: All students attending assembly programs shall behave in a manner which will not distract from the program or keep others from enjoying the full benefits of the assembly program.

Cafeteria Use: Students shall comply with the following requests when going to the cafeteria and while using the cafeteria facilities:

1. walk when going to the cafeteria;
2. do not cut in line;
3. be courteous to all school personnel helping you through the line;
5. clean your eating area before leaving the table;
6. dispose of trays, trash, and silverware in the appropriate manner; and
3. display good manners and appropriate behavior at all times.

Hall Conduct: Students are responsible for proper conduct and behavior in the hallways at all times. The following are examples of conduct to be avoided:

1. general horseplay;
2. playing radios;
3. congregating in groups and/or blocking the flow of traffic, especially at the intersections;
4. wearing hats or head coverings in school buildings;
5. sitting in the hallway.

GROUP V DISCIPLINARY ACTION

1. Morning detention, lunch detention, OT School, or school service.

2. Full-day detention.
3. In-school suspension for one (1) to three (3) days.
4. In-school suspension for three (3) to five (5) days.
5. One (1) to three (3) days of school suspension and parent conference.
6. Five (5) days school suspension and parent conference.
7. Five (5) to ten (10) days suspension from school and possible recommendation for expulsion.

Steps for consequences may be altered at the discretion of the Principal or his or her designee depending upon the severity of the offense.

GROUP VI INFRACTIONS

Tuancy: A student shall not be absent from school without parent and/or school authorities' prior knowledge and consent. After arrival on campus, a student absent from his/her assigned learning station without permission from school authorities shall be considered as truant. Out of school suspension shall not be used to discipline a student for skipping class, excessive absences or other forms of truancy.

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.

Students are to use check-out privileges only in cases of extreme need or for work purposes. When approving check-out forms from home, the administration on duty makes a determination of release based on extreme need or excessive absences, but parents/guardians can always come to school and check-out students. Violation of this policy may be grounds for suspension from school. Violations will include, but are not limited to, excessive check-outs or using a forged note or a lie to check out.

1. Bring a signed proper release check-out form from your parents stating the cause and present it to the principal.
(<https://mhs.scsd.info/>) You will be given a permit which you will give to the teacher of the class from which you are to leave.
2. A student who leaves class before the end of the scheduled class period he/she will be counted absent for that period. A student may leave the last half of the scheduled period for a medical appointment. Failure to bring a medical note, signed by the physician, the following day will result in an absence.
3. Check out at the principal's office at the time of your departure. If returning to class on the same day, students must sign in at the principal's office.
4. In order for a student to leave campus, normal check out procedures must be followed. This includes any student who has

ridden a bus to school, any student who has parked and exited his/her vehicle, or any student who has walked or been brought to school and has arrived on school grounds. Failure to follow check out procedures may be grounds for suspension from school.

5. Students who arrive on campus any time after the first period tardy bell has rung must sign in at the office.
6. 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. No students will be allowed to check out to get lunch.

GROUP VI DISCIPLINARY ACTION

1. Morning detention, lunch detention, OT School, or school service.
2. Full-day detention.
3. In-school suspension for one (1) to three (3) days.
4. In-school suspension for three (3) to five (5) days; conference with parents.
5. In-school suspension for five (5) to ten (10) days.

Steps for consequences may be altered at the discretion of the Principal or his or her designee depending upon the severity of the offense.

DRESS CODE/PHYSICAL APPEARANCE

The Searcy County School District Board of Education has the responsibility to maintain an appropriate atmosphere conducive to learning. Therefore, any student wearing articles of clothing or manner of hair style or makeup determined by the teachers and principals to be disruptive of the learning environment or hazardous to the health and safety of the child and/or teacher shall not be allowed. The primary guide in determining what is not appropriate is the extent to which such dress or grooming attracts undue attention in the classroom or schools.

The 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.

If the principal determines that the student's dress or grooming is unacceptable, adequate time shall be allowed for the student in order to make proper adjustments. However, when a student continues to ignore the required changes, he/she shall be subject to disciplinary action.

Marshall High School dress code is as follows:

1. Shorts may be worn year round. (Good judgment is expected with regard to the season and temperature) Buttocks must be covered while sitting, standing, and walking. Shorts must also hang down longer than your shirt.
2. Boxer shorts will not be worn as shorts. Boxer shorts will not be exposed.
3. No halter tops or halter dresses as well as shoulder-less shirts or dresses.
4. Tops must meet bottoms at all times: while sitting, standing, walking, etc. No crop tops or halter tops may be worn.
5. No tops which:
 - a. expose lingerie or cleavage or sports bra
 - b. is see-through
 - c. has low-cut necklines
 - d. has oversized armholes
6. No hats or head coverings are allowed in any school building.
7. No clothing exhibiting profanity, obscenity, or immorality.
8. No clothing exhibiting slogans or suggestive remarks referring to or promoting the use of alcohol, tobacco or illegal substances.

9. No clothing which is suggestive or offensive to others.
10. No intentional sagging or excessively baggy clothing will be permitted.
11. No chains are to be worn on clothing.
12. No pajamas, blankets, or bathrobes will be allowed.
13. Tights cannot be used to meet dress code. Attempts circumvent the dress code by wearing tights will not be allowed. (Examples include but are not limited to: Skirts still must meet required length even if tights are worn underneath).
14. Leggings/running pants/yoga pants fall under the extremely tight clothing rule and will be considered a distraction. If this type of clothing is worn, the student MUST also wear at all times a top that covers their front and back areas modestly.

This is not an all-inclusive list. Clothing and accessories deemed inappropriate will be prohibited by administration or designee.

DISCIPLINARY ACTION

1. Student will be made to change clothing; the referring teacher will turn in to the front office a completed “Disciplinary Referral” form.
2. Student will be given full-day detention; in-school suspension
3. Student will be suspended from school for one (1) to three (3) days.

Steps for consequences may be altered at the discretion of the Principal or his or her designee depending upon the severity of the offense.

POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES

Definitions:

“Emergency” means a serious, unexpected, and dangerous situation that requires immediate action, including without limitation:

- An active fire;
- An active tornado or earthquake;
- An active shooter;
- An evacuation of school grounds; or
- A medical emergency

“Personal electronic device” means without limitation a:

- a. Cellular telephone;
- b. Paging device;
- c. Beeper;
- d. Mobile telephone that offers advanced computing and internet accessibility;
- e. Digital media player;
- f. Portable game console;
- g. Tablet, notebook, or laptop computer;
- h. Digital camera;
- i. Digital video or audio recorder;
- j. Smart watch; and
- k. Device that can connect and transmit data through Bluetooth technology.

“School day” means from the time students are required to be at school until the time students are dismissed from school.

Possession of Personal Electronic Device

Except as permitted under this policy, a student shall not be in possession of a personal electronic device during the school day. A student may possess a personal electronic device during the school day if:

- The personal electronic device is required by the student's individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;¹
- The possession of the personal electronic device is during an emergency as defined by this policy;
- The personal electronic device is issued by the District for the student's use during the school day; or
- The possession of the personal electronic device is during a special event during the school day.

A student shall be deemed to not be in possession of a personal electronic device if:²

Use Of Personal Electronic Device

- Except as permitted by this policy, a student shall not use a personal electronic device during the school day. A student may use a personal electronic device during the school day if: The personal electronic device is required by the student's individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;¹
- The use of the personal electronic device is during an emergency as defined by this policy;
- The personal electronic device is issued by the District for the student's use during the school day; or
- The use of the personal electronic device is during a special event during the school day.

A student may possess and use a personal electronic device at a special school event for the purpose of taking photographs. The District shall inform the students and students' parents, legal guardians, persons having lawful control of the student, and persons standing in loco parentis the following before a special school event takes place:

§ When and where the special school event will take place;

§ Whether or not personal electronic devices shall be allowed at the special school event; and

§ Where personal electronic devices may be used at the special school event.

The use of personal electronic 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.

Misuse of Personal Electronic Devices

Even if a student is allowed to possess or use a personal electronic device under this policy, the misuse of a personal electronic device is prohibited. Misuse of personal electronic devices includes, but is not limited to:

1. Using personal electronic devices issued by the District during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the personal electronic 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 personal electronic 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 regardless of whether the image is real or created through the use of artificial intelligence;
6. Using a personal electronic device issued by the District in a manner that violates the Electronic Device and Internet Use Agreement regardless of whether the violation occurred on or off campus;
7. Using a personal electronic device at an event during the school day that was not designated as a special school event or in a manner or location that was not authorized as part of the special school event;
8. Using personal electronic devices issued by the District while driving any vehicle at any time;³ or

9. Using a personal electronic 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.⁴

Discipline

A student may have a personal electronic device confiscated if:

§ The student is found to possess or use a personal electronic device when the use or possession is not authorized by this policy and the personal electronic device was not issued by the District;

§ The student misuses a personal electronic device as defined by this policy; or

§ The student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis uses the remote recording or listening capabilities of a personal electronic device, either through an app installed on the personal electronic device or the built-in capacity of the personal electronic device, except when authorized by the District.^{1,5}

Confiscated personal electronic devices may be picked up at the school's administration office by the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.² Students have no right of privacy as to the content contained on any personal electronic devices that have been confiscated.³ A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.⁶

A student and the student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis expressly assume any risk associated with a student's possession or use of a student's personal electronic device that is not issued by the District. The District shall not be liable for a personal electronic device that is confiscated if the personal electronic device is lost, stolen, or damaged.

In addition to the confiscation of a personal electronic device for a violation of this policy, a student may be subject to the following discipline:⁷

To protect the integrity of the administration of the assessments under the Arkansas Educational Support and Accountability Act, a student who is found to be in possession of or to use a personal electronic device during the administration of a statewide assessment that is not required by the student's IEP, 504 Plan, or issued by the District shall have the discipline the student is subject to increased by an additional level.

Possession and Use of Cell Phones and other Electronic Devices

To promote the best possible learning and social environment in Searcy County School District students will not be allowed to use their cell phones, airpods, smart watches, or other personal devices during the school day. Every student will be assigned a personal Yondr Pouch to store their personal devices in. Devices are to be stored in the Yondr pouch whether the device is working or not. **Students are expected to bring their Yondr pouch every day and return it in good shape at the end of the school year.**

Process for Pouch Use

Start of School Day:

1. Before entering the building, turn off your phone/smartwatch/AirPods/personal devices.
2. Upon entering, place your phone/smartwatch/AirPods/personal device into your YONDR Pouch, whether the device is working or not.
3. Once your devices are inside the pouch, securely close it using the locking button, then store it in your backpack.
4. You are responsible for arriving to class on time with a securely locked pouch.

During the School Day:

1. Keep your cell phone/airpods/smartwatch inside your Yondr Pouch for the entire school day.
2. If you need to leave campus for an appointment, unlock your pouch at the main office before leaving. Upon re-entry, you must relock your pouch at the main office.
3. You may not access your cell phone/airpods/smartwatch during the school day anywhere on campus.

End of School Day:

1. At the end of the school day, unlock your pouch using an unlocking base stationed at the exit doors.
2. Remove your devices from the pouch..
3. Place your pouch in your backpack for the next day. It is your responsibility to keep track of your pouch.

If you forget to unlock your pouch, you will need to wait until the beginning of the next school day to unlock it.

Violations:

The following violations will result in the confiscation of the student's cell phone/airpods/smartwatch and/or Yondr Pouch by

school staff:

1. **Tampering with the Pouch:** Any physical damage to the pouch intended to bypass its purpose (e.g., inappropriate markings, holes, bent pin, stripped lock, use of a non-authorized magnet to open the pouch, etc.) will be treated as a violation. Refer to the Student Handbook for actions related to theft or similar offenses.
2. **Repeated Loss or Forgetfulness:** If a student forgets their Pouch and tells a staff member, their phone will be collected and Admin will call home to remind the Parent of the policy. The phone will be returned to the student at dismissal. Consistently forgetting your Pouch will result in further disciplinary action described below.
3. **Damaging or Taking Another's Pouch:** Damaging or taking someone else's Yondr Pouch is a violation.
4. **Unauthorized Phone Use:** Using a phone anywhere on campus or district facilities during school hours are prohibited.

Consequences for cell phone and electronic device violations follow:

School Property Violation; Policy 4.18 Willfully or intentionally damaging, destroying, defacing, or stealing school property.				-Replacement fee of \$30 per phone pouch --ISS -OSS
4.47 Electronic Devices; Policy Electronic device means anything that can be used to transmit or capture images, sound, or data.	1st Offense -Warning -Phone confiscated -Parent Contact to pick up phone	2nd Offense -Phone confiscated -Parent contact to pick up phone -Detention	3rd Offense -Phone Confiscated --In school suspension -Parent contact to pick up phone	Additional Offenses -Phone confiscated -Parent Meeting/ pick up phone -ISS/OSS -No phone at school
4.18 Insubordination Policy Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating	1st Offense -Detention/I SS/OSS -Phone confiscated -Parent Contact to pick up phone	2nd Offense -Phone confiscated -Parent contact to pick up phone -Detention/I SS/OSS	3rd Offense -Phone Confiscated -Detention/ISS/ OSS -Parent contact to pick up phone	Additional Offenses -Phone confiscated -Parent Meeting/pick up phone -ISS/OSS -No phone at school

insubordination.				
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**Please note that offenses are cumulative and apply to a student's overall conduct, not limited to any specific class or period. For example, a first offense in one class and a second offense in another will be treated as the second offense overall.*

TRANSPORTATION

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.

Students who live beyond a reasonable walking distance as established by the school board will be transported to and from school. The superintendent of schools will recommend areas from which pupils are to be transported, routes to serve those areas, and schedules for the various routes. The school district spends a large amount of money each year to keep buses neat, comfortable, and in good care. Students have responsibility to refrain from actions that might cause damage to buses and will be subject to payment for any necessary repairs as a result of failure to carry out this responsibility. Students are subject to the same rules of conduct while traveling to and from school as they are while on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate student code of conduct rules.

BUS RULES

- a. Students will remain seated while the bus is moving.
- b. Students will keep hands, feet, books, and other objects to themselves.

- c. Students will not curse, use obscene language, tease other students, or use verbal put-downs to others.
- d. Students will not scream or otherwise make loud noises on the bus.
- e. Students will follow the directions of the bus driver.
- f. In cases where vandalism occurs, along with the normal disciplinary action, students and their parents/guardians are also responsible for paying for damages.
- g. Examples of inappropriate behavior on the bus are:
 - 1. failure to remain seated
 - 2. refusing to obey driver
 - 3. fighting/scuffling
 - 4. using obscene and/or unacceptable language/gestures
 - 5. using tobacco on the bus
 - 6. throwing objects out of or on the bus
 - 7. sticking head or hands out of windows
 - 8. unusually loud talking or laughing
 - 9. spitting
 - 10. disturbing others
 - 11. littering the bus
 - 12. vandalism

The above infractions are the ones most commonly abused; however, students may be cited/disciplined for other inappropriate behaviors not listed. Certain infractions are more severe in nature, thus procedures normally followed may be altered at the discretion of the principal to implement stronger disciplinary action. Bus drivers will refer students having discipline problems to the principal's office. The drivers are to fill out a school bus incident report to be available to the principal and the parents.

SCHOOL BUS DISCIPLINARY ACTION

- 1. OT School; lunch detention; school service; in-school suspension or bus suspension for one (1) to three (3) days.
- 2. In-school suspension or bus suspension for three (3) to five (5) days.
- 3. In-school suspension or bus suspension for five (5) to ten (10) days.
- 4. Suspended from the bus for the remainder of the semester.

Steps for consequences may be altered at the discretion of the Principal or his or her designee depending upon the severity of the offense.

PERSONAL 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.

Regulations:

- a. Students must be licensed adult drivers.
- b. Students must park in the parking space assigned to them.
- c. Students must park vehicles immediately on arrival at school and vacate vehicles promptly after parking.
- d. Vehicles must display no inappropriate or offensive graffiti.
- e. Students must not return to the parking lot during the school day without permission from the office or a teacher.
- f. Students must drive in a safe manner at all times, never exceeding the 10 m.p.h. speed limit on the campus.
- g. Students will not drive their cars during the day without permission from the office.
- h. Students who are driven to school should not use the circle drive in front of the school. This drive is for buses only.
- i. Students are to enter and leave by entrances closest to their parking area on the MHS campus.

DISCIPLINARY ACTIONS FOR PARKING LOT INFRACTIONS

1. Lunch detention; OT School; school service; in-school suspension for one (1) to three (3) days.
2. In-school suspension for three (3) to five (5) days.
3. In-school suspension for five (5) to ten (10) days.
4. Suspension from school for three (3) to five (5) days.

5. Suspension from school for five (5) to ten (10) days.
6. Possible loss of parking lot privileges.

Police may be called for some parking lot infractions that are a violation of state or local laws. Steps for consequences may be altered at the discretion of the Principal or his or her designee depending upon the severity of the offense.

* Failure to abide by school regulations concerning these policies will result in further disciplinary procedures and/or the loss of campus driving privileges for the remainder of the school year.

BEHAVIOR NOT COVERED IN STATED POLICIES

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

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

Discipline for Handicapped Students: Marshall High School will discipline students with disabilities in the same manner the district disciplines other students unless the Individuals with Disabilities Act requires alternative actions.

COMPLAINTS AND GRIEVANCES

If a person has a complaint or grievance concerning a policy or staff member of Marshall High School, the following procedure should be followed:

1. An individual who feels that he/she has a grievance should present the matter orally or in writing to the individual staff member. A conference should be scheduled between the two parties.
2. If an individual feels the complaint or grievance is unresolved after the first step, the person may request a meeting with the building principal.
3. If an individual feels the complaint or grievance is unresolved after the second step, the person may request a meeting with the superintendent.

SUSPENSIONS

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 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;
 - o 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.

IN-SCHOOL SUSPENSION

A student may be given in-school suspension for any repeated violations of both non serious and serious offenses. Certain infractions are more severe in nature thus normal procedures may be altered at the discretion of the principal to implement this procedure. The length of the in school suspension will depend on the seriousness of the offense. Parents will be notified of the suspension.

While serving an in school suspension, the student will be expected to complete all work assigned by the duty teacher. All work completed by the student will be returned to his/her regular classroom teacher and is to be treated as if the work was done in class. The student will not be allowed to mix with students at any time except for transportation to and from school. Days students are given in school suspension will not be counted as a day's absence from their regular classes unless the student fails to attend the alternative class. The hours for in school suspension will follow the normal school day. All students will be given lunch in accordance with normal school guidelines.

During the period of their suspension, students serving in-school suspension shall not attend any school-sponsored activities during the imposed suspension nor shall the student participate in any school-sponsored activities.

OVER TIME SCHOOL

The main purpose of the Over Time School setting shall be to help students remain in school instead of being suspended and to provide academic support. Students who are found guilty of a Group I or Group II infraction cannot be placed in Over Time School.

- Over time school Monday through Thursday (hour before school or hour after.)

Principal or his designee will determine the dates and times for students to attend (OT) Over Time School.

Students are required to check in before 7:00 am for the morning session of OT School and prior to 4:30 for the afternoon session. Students will not be allowed to enter OT School after the designated times.

- Students assigned to Over Time School will report to the OT Classroom.
- Transportation to and from OT School is the responsibility of the parents.

Upon checking in, each student must have the following: (1) school work to work on, (2) paper and pencil.

Any student who fails to follow all guidelines may be removed from the OT classroom and suspended for not less than three (3) days or given additional Over Time School(s). Also, any student who fails to attend an assigned Over Time School may receive 3-day suspension. Punishment will be at the principal's discretion. Students who are sick may be excused with a doctor's/school nurse note dated on the day they were to serve Over Time School.

All classroom and school rules and regulations will be followed during Over Time School. Principals may assign Over Time School for various reasons. Some of the most common reasons are: excessive detentions, skipping school or skipping class, profane language, insubordination, 1st offense tobacco, excessive tardiness, cheating, pornography, disorderly conduct and lack of home work.

DETENTION RULES

1. Report to the detention early or on time. The location of the detention room will be announced.
2. Do not come to detention without a book or school work.
3. Do not get out of the assigned seat.
4. Do not talk.
5. Do not lay your head on the desk or go to sleep.
6. Do not ask to be excused or go to the restroom.
7. Any student who receives 5 detentions in a 9 weeks will receive a OT School or ISS.
8. Any student who receives 7 detentions in a 9 weeks will receive suspension from school.
9. Students are encouraged to return detention slips signed by the parent to the detention teacher the following day.

Failure to attend-detention will result in the following disciplinary action:

1. OT School or ISS
2. A three-day suspension from school for excessive detentions.

NOTE: Any student breaking any detention rule will receive another detention or OT School.

Students who cannot attend detention because of unavoidable conflicts **MUST** make prior arrangements with the principal. It will be at the principal's discretion to determine if the conflicts are valid.

Students who are absent

from school on the day they are assigned a detention should attend Detention on the next day in which they return to school.

Removing a Student from Class

A teacher may remove a student from class whose behavior the teacher has documented to be repeatedly interfering with the teacher's ability to teach the students in the class or whose behavior is so unruly, disruptive or abusive that it interferes with the ability of the student's other classmates to learn. Students who have been removed from their classroom by a teacher shall be sent to the principal's office or principal's designee office for appropriate discipline.

The teacher's principal or the principal's designee may:

1. Place the student into another appropriate classroom;
3. Place the student into in-school suspension;
4. Place the student into the District's alternative learning environment
5. Return the student to the class; or
6. Take other appropriate action consistent with the District's student discipline policies and state and federal law.

If a teacher removes a student from class two (2) times during any nine-week grading period, the principal or the principal's designee may not return the student to the teacher's class unless a conference has been held for the purpose of determining the cause of the problem and possible solutions. The conference is to be held with the following individuals present:

1. The principal or the principal's designee;
2. The teacher
3. The school counselor;
4. The parents, guardians, or persons in loco parentis; and
5. The student, if appropriate

However, the failure of the parents, guardians, or persons in loco parentis to attend the conference does not prevent any action from being taken as a result of the conference.

Disruption of School

Definitions

"Appropriate interim learning environment" means an appropriate learning environment that is used for a period of time not to exceed ten (10) days.

"Appropriate learning environment" means a setting within the District that provides a similar structure to the following, without limitation:

1. A classroom; or
2. In-school suspension.

"Violent or abusive behavior" means, without limitation:

- a. Using threatening language;
- b. Throwing an item that risks or causes:
 - Harm to another individual;
 - Injury to another individual; or
 - Damage to property;
- c. Physically abusing a teacher or another student; or
- d. Any other similar action that presents a physical danger or a threat of physical danger to a teacher or another student.

No student shall by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, vandalism and destruction, 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.

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.

A teacher may, but is not required to, remove a student from class:

- Who has been documented by the teacher as repeatedly interfering 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 is so unruly, disruptive, violent, 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.

A student who is removed from class shall:

- Be sent to the office of the principal or the principal's designee;
- Be escorted from the classroom by the school administration if the student refuses to leave the classroom voluntarily;
- Not be returned to the teacher's class until a conference is held; and
- Be placed in another appropriate classroom learning environment until the conference is completed.

The conference shall be held for the purpose of:

1. Determining the causes of the problem that led to the student's removal and possible solutions;
2. Serving as a manifestation determination review if the student removed from the class is a student with a disability;
3. Determining if a behavioral threat assessment is necessary for the student who was removed from the class due to violent behavior.

The following individuals shall be present at the conference:

- a. The principal or the principal's designee;

- b. The teacher;
- c. The school counselor;
- d. A 504/special education representative (if applicable);
- e. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis; and
- f. The student, if appropriate.

The failure of the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis to attend the conference shall not prevent the conference from being held nor prevent any action from being taken as a result of that conference.

Following the conclusion of the conference, the principal or the principal's designee may take any of the following actions against a student who was removed from class:

§ Place the student into another appropriate learning environment or into in-school suspension;

§ Except for a student who was removed for violent or abusive behavior, return the student to the class; or

§ Take other appropriate action consistent with the District's discipline policy, state law, and federal law.

A student who is removed from class three (3) times during the same school year shall be placed in another appropriate learning environment for the remainder of the school year.

The District shall follow all requirements under the IDEA and 504 for students with a disability, including those surrounding a change in placement.

Legal References: A.C.A. § 6-18-511

DESE Rules Governing Student Discipline and School Safety

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:

- Poses a physical risk to himself or herself or to others;
- Causes a serious disruption that cannot be addressed through other means;
- 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.

SEARCHES

The District respects the rights of its students against arbitrary intrusion of their persons 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 is 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.

The Board of Education is charged with maintenance of such property items and thus

authorizes inspection for any maintenance related reasons. With respect to opening said student lockers or desks for other reasons, the following shall be considered applicable throughout the School District.

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

LOCKER SEARCHES

- a. A student shall be informed of the conditions governing the use of school lockers when locker assignments are made.
- b. Searches shall be made only by the building principal or an official duly authorized for that purpose by the building principal with a witness present. The search of a particular locker should be made only upon a reasonable suspicion that the student is secreting evidence of an illegal act or contraband materials.
- c. Blanket searches of every locker shall not be permitted except in unusual circumstances.
- d. If practical, the student should be given the opportunity to be present when a search of personal possessions of the locker is conducted, and if there is no reason to believe that the student's presence would be a threat to the safety of the student or others.

PERSONAL SEARCHES

A search of a student's person shall be limited to the extent in which the administration has reasonable suspicion that the student is concealing evidence of an illegal act or contraband or has violated a school rule.

Dangerous items (such as firearms, weapons, knives), controlled substances as defined in student handbook, and other items which may be used to disrupt substantially the educational process shall be removed from the student's possession and shall be reported and transmitted to the proper authorities.

- a. An adult witness shall be present when a personal search is conducted.
- b. Students should be asked for their consent prior to a personal search. A search warrant shall be obtained if a student objects to a personal search, unless there is reasonable suspicion to believe that a dangerous weapon such as a gun or knife is being concealed.

- c. A pat down search of a student's person shall be done by a school official of the same sex and with an adult witness present.
- d. Automobiles

Warrantless searches of student automobiles may be made if reasonable suspicion exists.

- e. Sniff Dogs

(1) "Sniffing" by trained dogs in public hallways or autos in public lots is not a search. (The Fourth Amendment requirements do not apply.)

(2) "Sniffing" of a student's person is a search and the legality of such sniffing can only be defended if a search warrant is obtained.

STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions:

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

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

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

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

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

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:
 - A definition or description of the desired target behavior or outcome in specific measurable terms;
 - A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
 - A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
 - A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
 - A plan for managing a crisis situation;
 - A system to collect, analyze, and evaluate data about the student;
 - The school personnel, resources, and training needed before implementation of the BIP; and
 - The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

"Chemical restraint" means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other 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 recurring 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.

"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.

Multi-Tiered Behavioral Interventions

The District shall establish a multi-tiered system of behavioral interventions for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior.

Behavior Intervention Team

A behavior intervention team (BIT) shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The BIT shall include members who are academic and behavioral assessment and intervention professionals.

A student's BIT 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 BIT;
- § 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.¹

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:²

- 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 behavioral intervention procedures 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 the District's behavioral intervention procedures 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;³
- 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.

ANTISEMITISM PROHIBITED

"Antisemitism" means a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. Antisemitism may be expressed in speech; writing; visual forms; and actions, and employs sinister stereotypes and negative character traits.

The following are examples of actions, when taken as a whole, that may constitute antisemitism:

- The targeting of the state of Israel, conceived as a Jewish collectivity;
- Charging Jews with conspiring to harm humanity;

- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion;

- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions;

- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews;

- Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust);

- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust;

- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations;

- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor;

- Applying double standards by requiring of Israel a behavior not expected or demanded of any other democratic nation;

- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis;

- Drawing comparisons of contemporary Israeli policy to that of the Nazis; or

- Holding Jews collectively responsible for actions of the state of Israel.

Antisemitism does not include criticism of Israel similar to the criticism leveled against any other country.

Discrimination and harassment based on antisemitism is expressly prohibited.

The District shall appoint an individual to act as the District's Title VI Coordinator, who shall be responsible for investigating any complaints of discrimination or harassment based on antisemitism. The District shall:

1. Include contact information for the Title VI Coordinator in information that is provided to staff, students, and parents; and

2. Provide the following on the District website that may be accessed through a link titled “Antisemitism/Title VI”:

- a. The District’s definition of antisemitism;
- b. A statement that antisemitism is prohibited in the District’s educational programs and activities;
- c. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
- d. Contact information for the District’s Title VI Coordinator; and
- e. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

A student or a student’s parent may contact the District Title VI Coordinator directly with any complaints of discrimination or harassment based on antisemitism. District employees are responsible for timely notifying the District Title VI Coordinator of any complaints they receive or incidents they witness of discrimination or harassment based on antisemitism.

Complaints of discrimination or harassment based on antisemitism shall be investigated and handled in accordance with Policy 6.7—COMPLAINTS.

A student who is found to have violated the provisions of this policy may be subject to discipline, up to and including expulsion.

The District Title VI Coordinator shall report an incident or complaint of discrimination or harassment under this policy to the Arkansas Department of Education Title VI Coordinator.

In addition to the filing of a complaint under this policy, complaints of discrimination or harassment based on antisemitism may be submitted directly to the Title VI Coordinator at the Arkansas Department of Education.

Nothing in this policy shall be construed to diminish or infringe upon any right protected under the First Amendment to the United States Constitution or Arkansas Constitution, Article 2, §§ 4, 6, and 24.

INTERROGATIONS OF STUDENTS

A student enrolled in Marshall High School shall not be interrogated by any law enforcement authority on public school property during regular school hours without the knowledge of the school’s principal or his designee. All interrogations shall be conducted in private, with an official school representative (principal or his designated representative) present. Every reasonable effort shall be made to have a parent or

guardian present. In those instances, where a parent cannot be present within a reasonable period of time, school officials must allow interviews by law enforcement officials to proceed in the absence of the parent or guardian. Other non-school persons shall not interview students at school with the exception of parents or guardians.

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.

HANDICAPPED

1. Handicapped students who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to free appropriate public education.
2. The individualized education plan (IEP) team for a handicapped student should consider whether particular discipline procedures should be adopted for that student and included in the IEP.

3. Handicapped students may be excluded from school only in emergencies and only for the duration of the emergency. A handicapped student can be excluded for ten days per offense.
4. After an emergency suspension is imposed on a handicapped student, an immediate meeting of the student's IEP committee should be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and toward minimizing the harm resulting from the exclusion.
5. The suspended student should be offered alternate educational programming for the duration of the exclusion.
6. There should be a person designated as a grievance officer for Act 504.

HOMELESS STUDENTS

The Searcy County 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.

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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.

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, 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:

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The school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool; and

•

The designated receiving school at the next grade level for all feeder schools when the child completes the final grade provided by the school of origin.

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

1. Continue the child's or youth's education in the school of origin for the duration of homelessness:
 - a. In any case in which a family becomes homeless between academic years or during an academic year; and
2. For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

- a. Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

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

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

If the District determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, the District shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal. For an unaccompanied youth, the District shall ensure that the LEA liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

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

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

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

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

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

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

SCHOOL SPONSORED ACTIVITIES

- a. Students participating in school sponsored activities occurring during the school day will not be counted absent, but will be required to make up any work missed.
- b. Any student who is absent from school any period during the school day will not be permitted to participate in a school activity on the same night unless prior arrangements have been made with the principal.

CARE OF BUILDINGS

The general appearance of our campus depends almost entirely upon the respect each student has for the building and grounds. Every individual who comes within the confines should exercise his/her utmost care in trying to keep our buildings neat and

clean. The neat appearance of school campuses should be a source of pride to all its students, parents, and faculty.

A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property. Parents or guardians of any minor student under the age of 18 and living with parents may be liable for damages caused by said minor in an amount not to exceed \$5,000.00.

ACADEMIC POLICIES

EDUCATIONAL COURSE OFFERINGS

7TH GRADE

- *English
- *Advanced English
- *Mathematics
- *Advanced Math
- *Math and Literacy Ramp-Up
- *Science
- *Social Studies/ Arkansas History
- *Block (Career Development, Keyboarding)
- *Block (Health, P.E.)
- *Electives: Athletics, Band, Choir, Art, EAST, Coding

8TH GRADE

- *English
- *Advanced English
- *Mathematics (8th Grade Math, or Algebra I)
- *Math and Literacy Ramp-Up
- *Science (8th Grade Science and Honors Physical Science)
- *Social Studies
- *Block (Health-P.E./Explore Business Applications)

*Electives: Athletics, Band, Choir, Art I, EAST,
Coding, Family & Consumer Science, Foreign
Language (web)

Note to 7th and 8th grade students: A student who does not pass half of his/her core academic classes must attend summer school in order to be promoted to the next grade.

9TH GRADE

- *1 unit of English
- *1 unit of Physical Science
- *1 unit of Mathematics
- *1 unit of World History
- *1/2 unit of Health
- *1 unit of P.E.

*Electives: Agriculture, Family and Consumer Science, Band, Choir, Athletics, Art, East Lab, Agriculture Electives, JAG I, Survey of Business Foreign Language (web), World Geography, 1/2 unit Fine Arts**

10TH GRADE

- *1 unit of English
- *1 unit of Science Biology (prerequisite: Physical Science)
- *1/2 unit of Civics
- *1/2 unit of Economics
- *1 unit 10th JAG (Not mandatory BUT Highly Recommended)
- *1 unit Survey of Business (Not mandatory BUT Highly Recommended)
- *1 unit of Mathematics Algebra I, Critical Algebra I, Geometry (prerequisite: Algebra I or Algebra Interactions A & B), or Algebra II (prerequisite: Algebra I)

*Electives: Survey of Agriculture, Animal Science, Advanced Animal Science, Agri

Metals, Agri Structures, Family and Consumer Science, LifeSpan Development, Food Safety & Nutrition, Life & Fitness Nutrition, Dynamics of Human Relationships, Band, Choir, Athletics, Art I, Art II, Art III, Art IV, Studio Art 2-D or 3-D, East Lab, Computerized Accounting, Accounting I, Exploring Business Applications, Principle of Banking, Business Procedures, JAG I, Physical Education Electives, World Geography, Academic Study of the Bible, Web Electives, Driver's Education, Spanish I or II, Variety of Web Classes, and 1/2 unit Fine Arts**

*Electives offered at North Central Career Center: Automotive Service Technology, Construction Technology, CNA Program; EMT Program

11TH GRADE

*1 unit of English

*1 unit of American History

OR

*1 unit of AP American History

*1 unit of Science Chemistry (prerequisite: Biology and Geometry or Biology and Algebra I), Anatomy & Physiology (prerequisite: Biology) Environmental Science, or Computer Programming I & II.

*1 unit of Mathematics Geometry (prerequisite: Algebra I), Algebra II (prerequisite: Algebra I), or Algebra III (prerequisite: Algebra II) Pre-AP Pre-Calculus (prerequisite: Algebra II), Quantitative Literacy or Computer Programming I & II.

*Electives: Same as 9th and/or 10th grade, yearbook staff **

*Electives offered at North Central Career Center: Automotive Technology, Collision Repair, Construction, Medical Professions

*Electives/College classes: Comp I, Comp II

12TH GRADE

*1 unit of Transitional English/English

*1/2 unit of Oral Communication

*1 unit of Mathematics Geometry (prerequisite: Algebra I), Bridge to Algebra II (prerequisite: Algebra I), Algebra II (prerequisite: Algebra I,) or Algebra III (prerequisite: Algebra II), Quantitative Literacy, Pre-AP Pre-Calculus (prerequisite:

Algebra II), AP Calculus (prerequisite: Pre-AP Pre-Calculus), or College Algebra (prerequisite Pre-AP Pre-Calculus or Algebra III) Transitional math, or Computer Programming I & II.

*Electives: Same as 9th and/or 10th grade, yearbook staff **, Work-Based Learning

*Electives offered at North Central Career Center: Automotive Technology, Collision Repair, Construction, Criminal Justice, Medical Professions

Any required course that is failed will be taken the next year.

STUDENT CLASSIFICATION

MHS students are classified according to the number of units of credit they have accumulated rather than the time spent in a grade. Current regulations for classifying grades 9-12 are:

Freshmen (9):	0-5 units
Sophomores (10):	6-11 units
Juniors (11):	12-16 units
Seniors (12):	17 and above

Eight (8) academic courses are regarded as the normal class load and all students must be enrolled in the prescribed number of courses unless special permission is granted. Students are encouraged to enroll for additional courses.

Promotion/Retention/Course Credit for Grades 7-12

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

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

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

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

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

- a. Statewide student assessment results;
- b. Subject grades;
- c. Student work samples; and
- d. 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:
 - b. Phonemic awareness;
 - c. Phonics decoding;
 - d. Text reading fluency;
 - e. Vocabulary-building strategies; and
 - f. Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
1. The goals and benchmarks for the student's growth;
2. How the student's progress will be monitored and evaluated;
3. The type of additional instructional services and interventions the student may receive;
4. 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;
2. 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
3. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

All parents, legal guardians, or persons standing in loco parentis shall be notified in writing:

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

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

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

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

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

- o Guide the student along pathways to graduation;
- o Address accelerated learning opportunities;
- o Address academic deficits and interventions; and
- o 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 below² who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

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

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events,

and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

REQUIREMENTS FOR GRADUATION

1. Students at Marshall High School must have a minimum of twenty-three and one-half (23-1/2) units of credit in order to graduate. A maximum of two (2) credits may be obtained through correspondence courses and may be counted toward these requirements.
2. Seniors who have only 23 credits at the end of the eighth semester will be allowed to take part in graduation exercises only if they agree to attend summer school and make up the 1/2 credit that they need. Seniors who have 22-1/2 credits or less at the end of the eighth semester will not be allowed to participate in graduation exercises.
3. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The provisions of a student's Individualized Education Plan (IEP) serve as his/her graduation plan.
4. All students must receive a passing score on the Arkansas Civics Exam in order to graduate.
5. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.
6. Students must pass all courses required by the State of Arkansas along with District policy. If a student retakes a course, the previous grade and retake course will count into the student's GPA.

EARLY GRADUATION REQUIREMENTS

(a) Any student who is enrolled in public high school in Arkansas who has earned the number of credits required by the local school district for graduation shall be eligible to graduate from the high school.

(b) Candidates for early graduation must inform the counselor of their intentions to graduate early. This must be done in the spring semester of their sophomore year.

(c) Candidates for early graduation shall be considered members of the junior class who are graduating early and shall not have the rights and privileges reserved for members of the senior class.

(d) Candidates for early graduation shall be considered only after successfully completing four (4) years of English and a semester of Oral Communications. This may be accomplished by completing English III and IV or College English Comp I & II and Oral Communications during their Junior year at Marshall High School or other ADE institution.

(e) Students must possess at least 16 units at the beginning of their junior year. Additionally, with the implementation of the state requirement of 4 units of math for graduation, Algebra I must be completed in the 8th grade for students to be considered for early graduation.

(f) Students who choose Early Graduation will not be eligible for Honor Graduate status; this shall include Valedictorian and Salutatorian honors.

GRADUATION REQUIREMENTS

FOR THE CLASS OF 2026

Information regarding Graduation requirements 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. 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. All students are 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 as part of the creation of the student's Student Success Plan.

This policy and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district strategic plan development process³¹ to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or the superintendent's designee, shall select the composition of the review panel.

Sufficient information relating to the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding 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:⁴²

- Inclusion in the student handbook of the graduation requirements;
- Discussion of the 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.⁵³

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. 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 1 ½ units to graduate for a total of 23 ½ units. The additional required units may be taken from any electives offered by the district.⁶⁴ Accelerated learning courses or 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.

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 accelerated learning 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.⁷⁵

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.

GRADUATION REQUIREMENTS

FOR THE CLASS OF 2027 AND THEREAFTER

Information regarding Graduation requirements 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. 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. All students are 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 as part of the creation of the student's Student Success Plan.

This policy and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district strategic plan development process⁴¹ to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or the superintendent's designee, shall select the composition of the review panel.

Sufficient information relating to the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding 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:⁴²

- Inclusion in the student handbook of the graduation requirements;
- Discussion of the 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.⁵³

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. 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 1 ½ units to graduate for a total of 23 ½ units. The additional required units may be taken from any electives offered by the district.⁶⁴ Accelerated learning courses or career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

Computer Science

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

Community Service

Except as otherwise provided by this policy or the student's IEP, 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 or the student's parent. The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. A student who transfers into the District after ninth (9th) grade must receive at least the following documented clock hours of community service each year:

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

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

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

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 accelerated learning 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.⁷⁵

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.

CONCURRENT CREDIT

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 Concurrent College and High School 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 the core subject area/unit requirements in English and mathematics.

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

- The student;
- The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution 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 and/or graduation.

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

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

Courses approved for High School Credit:

Comp I	English 11
Comp II.....	English 12
College American History.....	American History
Western Civilization.....	World History
College Speech.....	Speech

CLEP scores do not qualify for concurrent credit. Students may take college courses and not count them as concurrent credit.

HOMEWORK POLICY AND ADDING OR DROPPING COURSES

Work which is assigned to students to be done outside of regular school hours is considered to be homework. Homework should further the child's interest, be purposeful and varied.

Students enrolled in concurrent classes do not have to be enrolled in a high school equivalent class. However, students who are not making adequate progress (at least a 70%) in concurrent classes at 9 weeks will be removed from concurrent college class and placed in an equivalent high school class. Students returning to the high school class will be required to make up the work in the high school class.

Adding or Dropping Courses - During the first two weeks of a semester, students may make a request to the counselor or principal to make changes in their class schedules by adding or dropping courses.

After the first quarter (4 ½ weeks) of a semester, online web course students only (not virtual) will have 5 days to make a request to the counselor or principal to make changes in their class schedules by adding or dropping courses.

Any drops requested by a student after this deadline may cause the student to receive no credit for the semester. If a course is added during the first week of a semester, the student will be responsible for makeup work as deemed necessary by the teacher. Teachers will not drop students unless a written notice to do so is received from the counselor or principal.

ASSIGNMENT AND ASSESSMENT DEADLINES

The faculty and staff of Marshall High School recognize that not all students learn at the same rate or in the same manner. To ensure student learning and provide students with the time and instruction needed to demonstrate mastery of course content, additional time and support will be given to students to complete assignments and classroom assessments as necessary. As such, students will be given one (1) additional testing opportunity to demonstrate their learning on classroom assessments. The time,

date and format of the second assessment opportunity will be determined by the classroom teacher.

To the extent possible, classroom assignments are to be submitted on the date and time assigned by the classroom teacher. In the event that a student requires additional time and support in order to successfully complete an assignment, exceptions will be made.

Honors and Advanced Placement courses may have different coursework submission requirements and testing policies. These requirements will be communicated to students and parents verbally and in writing at the beginning of each course.

SEMESTER TEST EXEMPTION POLICY

1. To be eligible for exemption from semester exams, students must have no more than two (2) ISS occurrences within the semester and zero (0) OSS occurrences.
2. With an “A” average and no more than three (3) absences in a course per semester, a student may be exempt from the exam.
3. With a “B” average and not more than two (2) absences in a course per semester, a student may be exempt from the exam.
4. With a “C” average and one (1) absence in a course per semester, a student may be exempt from the exam.

ADVANCED PLACEMENT COURSE POLICY

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) 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;

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 for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale.

REPORTING TO PARENTS

At the end of each nine weeks grading period, the school will send to the parent of each student a report showing the grades made by the student in each subject as well as any other pertinent information. Also, at the 4 1/2 week of each grading period the school will notify the parents. Marshall High School staff will also contact parents of students failing or unsatisfactory by means of the HAC (Home Access Program) Program, email, or by phone on a regular basis.

The grading scale and amount of credit earned for each grade at Marshall High School is as follows

	<u>Regular Classes</u>	<u>AP/IB Classes</u>
90-100..... A	4	5
80-89..... B	3	4
70-79..... C	2	3

60-69.....	D	1	2
59 and below....	F	0	0

Grades assigned to students shall reflect only educational objectives and should never be used as a disciplinary measure.

Parent/teacher conferences will be held twice during the school year to discuss each student's academic progress. The first conference will be held during the week following the end of the 1st nine weeks. The second conference will be held during the week following the end of the 3rd nine weeks. The conferences will be held from 2:00 until 7:30 p.m. The school will document participation or non-participation in required conferences.

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 40 days. A student transferred in with a grade of 83% earned in 10 days at the previous school. The student had a grade of 75% in our district's school earned in the remaining 30 days of the grading period. 10 days is 25% of 40 days while 30 days is 75% of 40 days. Thus the final grade would be $.25 (83) + .75 (73) = 75.5\%$.

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.

ACADEMIC HONORS AND AWARDS

1. All students with a GPA of 3.0 or above will be placed on the Academic Honor Roll. Distinction will be made for those making all "A's". A minimum enrollment of 4 academic classes is required.
2. All grade point averages will be based on a system that includes all courses taken by the student beginning in the ninth (9th) grade.

3. All students, including those eligible for the position of valedictorian, salutatorian, or honor graduate, must:
 - a. complete four full years of high school attendance,
 - b. be in attendance a full day during senior year, and
 - c. attend MHS his/her entire senior year.
4. Home-schooled students and those receiving credits through correspondence coursework will not be eligible for consideration as valedictorian, salutatorian, or honor graduate.
5. Students should consult with the high school counselor about the Smart Core Curriculum in order to be eligible for the Arkansas Challenge Scholarship.
6. Students who wish to compete for honor student status must:
 - a. complete Smart core curriculum
 - b. have a minimum of 25 units of credit,
 - c. have a minimum Honors GPA of 3.5
 - d. have a minimum of 11 honors courses (13 beginning Class of 2026)

Certain courses offered by the school will be given extra numerical weight. The extra weight will count only toward honor graduate status and not toward college grade point entrance requirements.

The honor student with the highest grade point average who has also fulfilled the criteria listed below will be valedictorian.

Extra weight will be placed on the more advanced Pre AP and AP classes, such as physics, chemistry, pre-calculus, 9th, 10th, 11th grade Pre-AP English, and other courses as determined by the administration. These courses will be graded on a 5.0 grading scale: A = 5 points, B = 4 points, C = 3 points, and D = 2 points.

7a. The valedictorian will be the senior honor student who:

- a. has the highest grade point average on at least 25 units of credit by the end of the 3rd 9 weeks.
- b. has completed the Smart Core Curriculum
- c. has taken all courses required to graduate, at least 15 of which must be honors courses,
- d. has attended Marshall High School for the last three (3) consecutive semesters.

Starting with the 2021-2022 school year valedictorian and salutatorian must have taken the following courses;

- a. two college classes;
- b. two AP courses;
- c. at least 15 honor classes
- b. meet all honor graduate requirements.

The honor student with the highest grade point average who has also fulfilled the criteria listed below will be valedictorian.

Courses will be totaled on the basis of quality points: 4.0 for regular classes and 5.0 for MHS honors classes, AP and IB courses. Extra weight will be placed on the more advanced Pre AP and AP classes such as physics, chemistry, pre-calculus, calculus 9th, 10th, 11th, and 12th grade Pre-AP English, and other courses as determined by the administration. These courses will be graded on a 5.0 grading scale. A = 5 points, B = 4 points, C = 3 points, and D = 2 points. To determine class ranking, grade point averages for honor students will be calculated by the following method:

1. a GPA will be calculated for 4.0 courses
2. a GPA will be calculated for 5.0 courses
3. the 4.0 and 5.0 grade point averages will be averaged together.

7b. The salutatorian will be the senior honor student who:

is next in line to the valedictorian, meeting the same requirements also, including GPA.

**The Marshall High School Administration, Guidance Counselors, and Registrar will meet at the end of the 3rd 9 weeks grading period of the students' senior year to determine who will be awarded the honor of Valedictorian and Salutatorian, and Honor Graduate status. Students will be informed of the Valedictorian and Salutatorian selection prior to graduation.

Honor Courses

The honors courses are as follows:

<i>9th Grade Advanced English</i>	<i>8th Grade Algebra I</i>
<i>AP Chemistry</i>	<i>AP Biology</i>
<i>10th Grade Advanced English</i>	<i>Geometry Honors</i>
<i>Integrated Chemistry</i>	<i>AP English Language & Comp (Rotate)</i>

<i>Algebra II Honors</i>	<i>Physics (Web)</i>
<i>AP English Literature and Comp (Rotate)</i>	<i>Pre-Calculus</i>
<i>Anatomy & Physiology (Web / MedPro)</i>	<i>Algebra III (Web)</i>
<i>Chemistry II (Web)</i>	<i>AP U.S. History (Rotate)</i>
<i>AP Government & Politics (Rotate)</i>	<i>AP Music Theory</i>
<i>AP Studio Art</i>	<i>Advanced Animal Science</i>
<i>Foreign Language I (Web)</i>	<i>Concurrent College Classes</i>
<i>Foreign Language II (Web)</i>	<i>Other Approved Web Classes per Honor Graduate Committee</i>
<i>Foreign Language III (Web)</i>	<i>Accounting</i>

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 characteristics from items a through l below:

- a. Disruptive behavior;
- b. Dropping out from school;
- c. Personal or family problems or situations;
- d. Recurring absenteeism;

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

- e. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- f. Abuse: physical, mental, or sexual;
- g. Frequent relocation of residency;
- h. Homelessness;
- i. Inadequate emotional support;
- j. Mental/physical health problems;
- k. Pregnancy; or
- l. Single parenting.

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE; the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate); and the student, outlining the responsibility of the ALE; parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current

functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student that is in compliance with the Division of Elementary and Secondary Education (DESE) Rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the DESE Rules.

Searcy County Public School District

Acceleration Policy

The mission of the Searcy County Public School District is to "Ensure a safe and supportive learning environment, holding high expectations for student achievement, success, and civic responsibility." Strategies to meet individual learning needs are developed so that all students can succeed. Consideration must be given to addressing the specific learning needs of students who are already above and beyond the required curriculum at a specific age/grade level/content area. Along with offering differentiated instruction and curriculum through content, process, product, and/or environment there may be a need to address acceleration practices as cited in the 2004 report, "A Nation Deceived: How Schools Hold Back America's Students: The Templeton National Report on Acceleration" from the University of Iowa. This report can be downloaded, free of charge at <http://nationdeceived.org>.

Definition cited in 2004 report, A Nation Deceived: How Schools Hold Back America's Students:

Acceleration is an educational intervention that moves students through an educational program at a faster than usual rate or younger than typical age.

- Acceleration includes single-subject acceleration, whole-grade skipping, early-entrance to school, and Advanced Placement (AP) courses. Grade-based acceleration shortens the number of years a student spends in the K-12 system. Subject-based acceleration allows for advanced content earlier than customary. (Early entrance into kindergarten is not an option at this time in Arkansas due to Arkansas state law.)
- Acceleration means matching the level, complexity, and pace of the curriculum with the readiness and motivation of the student.
- Acceleration is a strategy that respects individual differences and acknowledges the fact that some of these differences merit educational flexibility. Arkansas Department of Education Office of Gifted and Talented Standard 8.00 Program Options: Administrative Arrangements: F: Acceleration of Content Classes and/or Grade

Levels: Instruction is provided for partial or full acceleration of content and/or grade levels for any student presenting appropriate needs. It is strongly recommended that a district policy be written and approved by the local school board to fully implement this option (ELEMENTARY/SECONDARY).

All acceleration decisions will be made with regards to the needs of the whole child. In making these educational decisions about the appropriateness of a particular form or extent of acceleration for a given child at a given time, the Searcy County Public School District will consider the child's intellectual abilities, academic profile, social and emotional development, parental support, intrinsic motivation and inclinations of the child upon the placement decision. Keeping in mind, that acceleration may not always be the appropriate educational service for every academically talented child.

Addressing Subject-Area Acceleration: Subject-area acceleration might be an appropriate consideration to best serve the needs of an academically talented student. This would allow a student to complete advanced content courses earlier than customary. If this course of action is considered, a thorough evaluation of the needs/abilities of the individual student must be completed before any final decision is made. If there is sufficient evidence, based on the data provided through various measures, that a student should complete advanced content earlier than customary, an individual academic plan will be developed to ensure that an advanced academic coursework timeline is available in the appropriate subject area(s). **Addressing Whole-Grade Acceleration:** Few cases might render it appropriate to consider whole-grade acceleration as a way to best serve the needs of an academically talented student. This would allow students to complete the standard K-12 program in fewer than thirteen years. If this course of action is considered, a thorough evaluation of the needs/abilities of the individual student must be completed before any final decision is made. If there is sufficient indication a student's grade placement should be advanced, an individualized academic plan will be developed to ensure that curriculum goals are compacted into a reduced time period.

Procedure for Acceleration:

The following procedures will be followed when considering whole-grade acceleration or subject acceleration of a student:

Referral:

1. A student may be referred for whole-grade acceleration or subject acceleration by a teacher, any other school district professional, or parent(s)/guardian(s) by completing an Acceleration Request Form.
2. The Acceleration Request Form is submitted to the District Gifted and Talented Coordinator.
3. The District Gifted and Talented Coordinator obtains parental permission to collect relevant data, administer various assessments, and share pertinent data with the Acceleration Evaluation Committee. Parents shall sign a permission form if they wish their child to be evaluated to determine if acceleration is an academically appropriate service.

4. All decisions made regarding acceleration (whole-grade or subject) will be handled by an Acceleration Evaluation Committee. This committee can include the following: District Gifted and Talented Coordinator, current principal, receiving principal, counselor, school psychologist, and classroom teacher(s).

5. An evaluation of the student's need for acceleration services (whole-grade or subject) will be conducted. Data will be collected and can include: teacher rating scales, cognitive ability assessments, readiness prognosis assessment, standardized testing data, other anecdotal data, academic ability, learning aptitude, interpersonal and emotional maturity, and attitude and support of/for the student. The collected data will be reviewed by the Acceleration Evaluation Committee. The committee will discuss the data results.

6. The Acceleration Evaluation Committee and parent/guardian will meet to review the results and the committee's recommendation.

7. If a parent/guardian disagrees with the Acceleration Evaluation Committee's recommendation, an appeal can be made. The appeals process will be followed as outlined in the Acceleration Policy.

Appeals Process:

1. The parents/guardians of any student whom the Acceleration Evaluation Committee does not recommend for acceleration may appeal the decision, in writing per the district's Acceleration Appeals Form, to the District Gifted and Talented Coordinator.

2. The Acceleration Evaluation Committee will again thoroughly review the case study that was completed on the student.

3. Upon completion of the review, the Acceleration Evaluation Committee will either request additional data be collected and/or assessments be conducted to help the Committee make its determination or it will uphold the initial decision.

4. The Acceleration Evaluation Committee's decision may not be further appealed in the current academic school year. In order to ensure academic needs are being met, the classroom teacher(s) will continue to monitor student progress to ensure the appropriate level of challenge and rigor, including recommendations for differentiation/enrichment at the current grade level.

EXTRACURRICULAR ACTIVITIES/SCHOLARSHIP (ACADEMICS)

Marshall High School requirements for eligibility for participation in Extracurricular activities will be determined by the rules and regulations of the Arkansas Activities Association.

Arkansas Activities Association

The district shall abide by the rules and regulations of the Arkansas Activities Association (AAA) governing interscholastic activities. AAA provides Catastrophic insurance coverage for students participating in extracurricular Activities who are enrolled in school. To ensure all students are eligible for AAA catastrophic insurance as a matter of District policy, no student may participate in an extracurricular activity unless he or she is enrolled in a district school.

Extracurricular Activities Participation for Students in 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 the student's 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 (1) per week per extracurricular activity (tournaments excepted)². Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

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

Students may not be eligible to participate in extracurricular activities or field trips if they have the following:

- a. Failing grades
- b. Have had OSS (Out of School Suspension)
- c. Have had more than two occurrences of ISS (In-School Suspensions)
- d. More than 6 unexcused absences

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 in the fall semester of their tenth-grade year.

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed

extracurricular activity unless he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.

Interscholastic Activities

AAA Governed Activities

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

Non-AAA Governed Activities

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

School Choice Transfers

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

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

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

Supplemental Instruction Program

a. To participate in interscholastic competition, students passing four academic courses but failing to meet the 2.0 GPA requirement must be enrolled in and attending

100 minutes per week a Supplemental Instruction Program meeting established criteria and approved by the AAA. The Supplemental Instruction Program must be submitted to the AAA office for approval prior to the start of the school semester.

b. If a student's GPA drops below 2.0 at the end of any semester, the student must immediately enroll in and attend the SIP at the beginning of the next concurrent semester. If a student fails to enroll in the SIP, the student must attain a 2.0 GPA to regain eligibility.

c. In the first semester of SIP the student must meet the stated requirement (2.0) at the end of that semester in order to become fully eligible again OR meet the requirement to remain in the SIP one additional semester.

d. To maintain eligibility under the SIP and be eligible to continue for a second semester, the student must show improvement of at least one tenth of one point in his/her GPA after the first semester of participation in the supplemental program. To continue to participate following the second semester in the SIP, the student must have reached a 2.0 GPA as well as passing four academic courses.

e. Maximum participation in the SIP is two consecutive semesters. If the student does not achieve a 2.0 GPA within this period, the student will remain ineligible until a 2.0 GPA is achieved. A student who has been in SIP and regained eligibility by achieving a 2.0 GPA would be eligible to enter the SIP again later if passing four courses but not earning a 2.0 GPA.

Loss of Opportunity for Athletic Participation

- a. During participation in the SIP, the student must have no unexcused absences for the current semester or its equivalent from the SIP or regular classes.
- b. The student must have no school disciplinary action for the current semester. The school may define school disciplinary action, but as a minimum the policy shall state that a student has been disciplined when being placed on suspension where the student is out of school for a period of time.
- c. The student must have no known felony convictions during a semester in which the student is in the SIP.
- d. If at any point the student falls out of compliance with any criteria listed above during the semester, the student will be immediately suspended from competition for the remainder of the semester. In order for the student to re-establish eligibility, he/she must pass four academic courses and achieve a 2.0 grade point average.

- e. If a student fails to participate in the supplemental instruction program during any semester, then eligibility can only be regained by the student passing four academic courses and earning a grade point average of 2.0 from all academic courses the previous semester.
 1. **Limitation:** A student is restricted to a maximum of two consecutive semesters in the SIP any time a student's GPA falls below a 2.0 for the previous semester.

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.

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 the student's 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 student's withdrawal from the AAA member school.

A home schooled student shall not be eligible to participate for up to three hundred sixty-five (365) days if:

1. The District is the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10);
2. The District is not the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity that is a varsity athletic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10); or
3. The home schooled student withdrew from an AAA member school and participated in an interscholastic activity that is a varsity athletic activity at the student's resident district during the previous three hundred sixty-five (365) days and is seeking to participate in an interscholastic activity that is a varsity athletic activity in the District.

A student who is prohibited from participation in an interscholastic activity due to number 1 shall not become eligible to participate in any interscholastic activity until the completion of the three hundred sixty-five (365) day period. A student who is prohibited from participation in an interscholastic activity that is a varsity athletic activity due to numbers 2 or 3 shall not be eligible for full participation in an interscholastic activity that is a varsity athletic activity until the completion of the three hundred sixty-five (365) day period. 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.

EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS

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.

"Private school" means a nonpublic elementary or secondary school that is a registered nonprofit and accredited or licensed by an accrediting association recognized by the State Board of Education.

"Private school student" means a student attending a private school.

Each school in the District shall post on its website its schedule of interscholastic activities, including signup, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.¹

Private school students whose parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone² if the private school the student attends does not offer the interscholastic activity.

Although not guaranteed participation in an interscholastic activity, private 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 private school student is unable to meet because of his or her enrollment in a private 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.

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 course³ 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 private school 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 private school student who has met the tryout 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;⁴
- 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.

EXCHANGE STUDENT GUIDELINES

With increased numbers of foreign exchange students seeking admission to the Marshall School System, it has become necessary to establish guidelines to ensure success of the exchange programs in this area. The following conditions of admission for exchange students have been established in an effort to ensure both the quality and success of exchange students.

1. An Exchange Student Review Committee (ESRC) will be appointed in May for the coming school year. That committee shall have the authority to approve or disapprove admission of all exchange student applicants.

The ESRC shall consist of the High School Principal (who will make teacher appointments), the High School Counselor and two certified teachers from the Marshall School Faculty. Approval for admission shall require a three fourths vote by the committee.

2. All exchange student applicants must submit requests for admission before July 15 of the year that admittance is requested. This is to insure time enough for review by the committee.
 - a. Requests for admission shall include: Student's academic records, a social history with photographs and a notarized verification that no criminal or

juvenile court proceedings are a part of the student's life. In addition, a proposal for residential placement shall be submitted to the committee for a review of appropriateness.

- b. The committee shall consult with various community members, such as the host family and individuals who are fluent in a student's native language.
3. The ESRC shall notify Exchange Program Officials of an approval or denial of admission by August 1 of the year for which admission is requested.

ESRC decisions shall serve as the final authority in exchange student matters except for those relating to discipline such as suspension or expulsion. It shall have authority to make recommendations to the School Board regarding exchange student issues.

Enrollment During Expulsion

Marshall High School pursuant to Arkansas Code Annotated 6-18-510 adopts the following policy: After a hearing before the board, any person who has been expelled as a student from any other school district may not enroll as a student at Marshall High School until the time of the person's expulsion has expired.

Tutoring Services

Tutoring Services as well as Title I remediation services are available to students who need help in various subject areas. Parents are advised to call the principal's office or the counselor's office to make these services available to their students.

SUMMER SCHOOL

Marshall High School will provide a summer school program to those students who do not meet acceptable academic performance in credits for high school graduation, four core semesters for middle school students, and/or attendance. Required attendance in the program will be determined by the student's academic progress during the school year and/or the student's need for remediation as set forth by the Arkansas Department of Education.

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.

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

For purposes of this policy, the Searcy County 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.⁴ "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance,⁵ his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

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

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

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

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

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

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

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.

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.

MISCELLANEOUS

SCHOOL ORGANIZATIONS

There are a number of organizations in the school whose functions are extremely important to the wellbeing of the school.

Active organizations include:

● <i>Student Council</i>	● <i>FFA</i>
● <i>Fire Marshals</i>	● <i>Library Club</i>
● <i>Sr. Beta Club</i>	● <i>Jr. Beta Club</i>
● <i>Art Club</i>	● <i>Yearbook Staff</i>
● <i>4—H Leadership Club</i>	● <i>Fellowship of Christian Athletes</i>
● <i>Future Business Leaders of America</i>	● <i>Jr. Future Business Leaders of America</i>
● <i>East</i>	● <i>Trap</i>
● <i>Archery</i>	
● <i>Family Career Community Leaders of America</i>	

The Student Council is the central student government organization on the campus. It represents all Marshall High School students through their class representatives.

Activities that are planned promote a better school spirit.

The president of the Student Council presides at all assembly programs.

During the spring semester the following Student Council officers are elected: President, Vice President, Secretary, Treasurer, Class Representatives from each class, grades 7-12.

Campaign and election rules are published in advance of the election. This practice provides each student with a current explanation of the Student Council election process.

The District encourages students to participate in the various organizations and clubs within the school. Regarding the financing of these organization and clubs, the following guidelines and rules apply:

No organization or club will deficit spend in a fiscal year.

Should a club or organization be honored with a state or national appearance too late in the school year to organize enough fund raisers the organization or club may deficit spend under the following guidelines.

1. The sponsors of the organization or club will place in writing the reason for deficit spending to the Superintendent.
2. The Superintendent may allow an organization or club to deficit spend up to the amount of \$5000.00 if funds are available.
3. The organization or club shall have one fiscal year from the end of school to repay the outstanding debt.
4. Should the organization or club fail to pay back this debt by the end of the next fiscal year the Marshall School may withhold the right of the organization or club to participate in any event until the debt is paid in full.
5. The decision to allow a club or organization to deficit spend up to \$5000.00 will be made by the Superintendent based on present year finances.
6. Any student who participates on a trip will be responsible for making personal restitution within the same time period as the club.
7. The district may hold records on any student who fails to pay restitution.

Seniors who are members of clubs wishing to deficit spend will make their restitution to the club before graduation. Should a senior fail to make complete restitution, the District will refuse to sign the diploma of that individual until restitution is made in full.

Organization meetings and activities will be executed according to the following plan:

1. Each organization will have teacher sponsors. These sponsors will approve all meetings, will attend all activities, and have responsibility for their supervision.
2. Meetings will be held at a time arranged for by the sponsor and approved by the principal. Sponsors are encouraged to schedule meetings for the entire school year at the beginning of that school year. Approval normally will not be granted if a meeting is not scheduled at least one week in advance.
3. Meetings will be limited in purpose to school business and activities sponsored by the school.
4. All activities must have the approval of the principal. In order to better organize fundraisers, teachers shall sign up all fundraisers

on the calendar in the front office. Fundraisers must be approved by the principal. Students cannot sell any items not associated with a school organization unless approved by the principal.

5. For any activity that requires out-of-town transportation a request must be submitted to the principal at least two (2) weeks in advance of the scheduled date of the activity.
6. All students attending off-campus activities must have a medical release form on file in the office.

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
7. 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. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.

SCHOOL PARTIES/PROGRAMS

1. There will be no parties at school during the school day without prior approval of the principal.
2. All school activities will have an approved starting and ending time of which students will be informed in advance.
3. Students will not be permitted to leave and reenter the building during an activity.
4. Students will not be dismissed from classes to decorate for activities/programs without administrative permission.
5. Drinking, profane language, or general misconduct will not be tolerated at school activities.
6. No person will be permitted to attend school proms or other activities where pre-approved guests are permitted unless he/she is enrolled in Marshall High School or has the approval of the principal. When inviting a guest is permitted, the inviting student must submit for approval the name of his/her guest to the organization sponsor and the principal not less than one (1) day before the party. Each student who has invited a guest will be subject to disciplinary action if the guest fails to conduct himself/herself in the proper manner. Guests must not be twenty-four (24) years of age or older at the time of the activity. An exception will be made if the guest is a spouse of the student.
8. Junior high school students (grades 7, 8, 9) will not be eligible to participate in Senior Grad Night. Students in grades 7 and 8 will not be eligible to participate in Prom activities

SCHOOL AUTHORITY

1. In regard to students, school authority begins when the student enters the bus or, if walking or driving, arrives on school grounds and continues until he/she exits the bus or school grounds. The only exception is when the student is in the care of his/her parent(s) or legal guardian(s).
2. The school will not attempt to exert authority unless the welfare of the student or the school is involved.
3. Off Campus Trips -The school will have authority over all students who represent it or accompany representative groups on athletic trips or any trip in which school personnel are involved. All rules of safety and good conduct are to be observed. Students riding a school bus on any of the above trips will be expected to return on the bus unless parent(s) or guardian(s) make a request, in person, and in writing, to the

school official who is in charge of the students. Parents/guardians with students wishing to ride with persons other than their parents or guardians must come by the school office and sign a form.

4. Any student who defaces school property or engages in any conduct that tends to demoralize the school shall be reported to the principal for appropriate disciplinary action which might include suspension, expulsion, and/or payment for damages.

COLLEGE VISITATION/VOCATIONAL EMPLOYMENT INTERVIEWS

Seniors will be allowed two days (can be more with principal's approval) during senior year for college visitation or vocational employment interviews.

Seniors who visit a college campus to register or take a test must count that day as one college visitation day. School-sponsored trips to a college will not count as a college day. Only those seniors and juniors who have not missed more than eight days in a semester will be allowed such visitations. Juniors will be allowed to visit a college campus one (1) day during their 2nd semester.

To initiate College Visitation or Interview Day, parents must petition the high school principal with a College Visitation Petition or a Job Interview Petition which can be obtained from the high school secretary. The conditions of the visit, responsibilities of the parents, and conduct of students will be outlined in the petition in an effort to ensure responsible actions by all parties.

Prior notice will be required for approved college visits. Students will not be counted absent for the day of the visit/interview and will be allowed to make up any work missed.

MEDICATION POLICY

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

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

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

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

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

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

Schedule II Medications

Option 1: The only Schedule II medications that shall be allowed to be brought to the school are methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse).

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

Option 2: Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes **only** to the extent the student's doctor has specifically authorized such attendance and participation. A doctor's prescription for a student's Schedule II medication is **not** an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall **not** be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

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 or nasal spray epinephrine;
2. Perform the student's 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 the student's person:
 - A. A rescue inhaler;
 - B. Auto-injectable or nasal spray epinephrine; or
 - C. The necessary supplies and equipment to perform the student's 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 the student's 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 or nasal spray 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 or nasal spray 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 trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer epinephrine, either through an auto-injector or nasal spray, in emergency situations to students who have an IHP that provides for the administration of epinephrine in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained school employee(s) certified to administer epinephrine to administer auto-injector or nasal spray 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 epinephrine, either through an auto-injector or nasal spray, and who have written permission from their parent or guardian shall provide the school nurse either an auto-injector or nasal spray epinephrine. This epinephrine will be used in the event the school nurse, or other school employee certified to administer epinephrine, in good faith professionally believes the student is having a life-threatening anaphylactic reaction and the student is either not self-carrying epinephrine or the nurse is unable to locate it.

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

Emergency Administration of Albuterol

The school nurse or other 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.

IMMUNIZATIONS, COMMUNICABLE DISEASES AND PARASITES

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.
- F. 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:

- o The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- o The percentage of students in the District that were granted an exemption by the Department of Health from an immunization;
- o 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;
- o 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
- o The percentage of a population that must receive an immunization for herd immunity to exist.

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). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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

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

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

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up. 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.

Students found to have head lice or nits (eggs) will be sent home for treatment and will be allowed to return to school after an inspection by the nurse, principal (or the principal designee) reveals the student is free of lice and/or nits. If inspection reveals that nits or head lice remain, the student will be sent home until he or she is cleared of nits. Students who are sent home will not be allowed to ride the school bus until cleared by the nurse or principal (or principal designee). Parents/guardians must bring the child to school to be cleared or sent back home (whichever inspection warrants). If a student is sent home, he/she will not be allowed to participate in school-sponsored activities until cleared by the nurse or principal. A student will be excused only two days per nine weeks for head lice/nits. Each day thereafter will be unexcused.

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.

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 his/her full potential. The rights provided to parents under this policy transfer to the student when he/she turns 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.

WELLNESS POLICY

The health and physical well-being of Searcy County School District students directly affects their ability to learn. The School Board believes that it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

The problem of obesity and inactivity is a public health issue. The responsibility for addressing the problem lies not only with the schools and the Department of Education, but with parents and the community. Therefore, the District shall enlist the support of the larger community to find solutions, which improve the health and physical activity of our students

Goals:

- In its efforts to improve the school nutrition environment, promote student health and reduce childhood obesity, the District will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these Rules will include, but is not limited to District efforts to:
- Appoint a district school health coordinator who shall be responsible for ensuring that each school fulfills the requirements of this policy.
- Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum.
- Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity.
- Strive to improve the quality of physical education curricula and increase the training of physical education teachers.
- Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12.
- Not use food or beverages as rewards for academic, classroom or sports performances.
- Ensure that drinking water is available without charge to all students.
- Establish class schedules and bus routes that don't directly or indirectly restrict meal access.

- Provide students with ample time to eat their meals in pleasant cafeteria and dining areas.
- Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school and approved by the principal. Parents have the right to send food of their choosing to school with their choosing. Food sent to school for events, parties etc. must be commercially prepared.
- Abide by the current allowable food and beverage portion standards.
- Meet or exceed the more stringent of Arkansas' or the US Dept. of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria.
- Restrict access to vended foods, competitive foods and foods of minimal nutritional value(FMNV) as required by law and Rule.
- Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence of profits from the sale of FMNV.
- Provide professional development to all district staff on the topics of nutrition and/or physical activity.
- Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students.

Advisory Committee

To enhance the District's efforts to improve the health of students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our Districts grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule.

CAFETERIA CHARGING POLICY

The district does not offer credit for food items purchased in the school cafeteria; payment for such items is due at the time the food items are received. Parents or students choosing to do so may pay weekly or monthly in advance for students' meals.

It is the policy of Marshall High School to allow students to charge meals only on occasion when money is unavailable and the student would have to miss meal service. This is a courtesy extended to the student and should not occur on a regular basis. Students may charge a maximum of \$10.00. After that, they must pay their bills or pay as they eat. There is no charging at the snack bar. Students who owe for lunches will not be allowed to buy food at the snack bar until their lunch bills are paid in full. Students denied meal service due to excessive charges will be encouraged to apply for free or reduced-price meals and students will be provided with an alternative lunch.

Free Breakfast

In accordance with A.C.A. § 6-18-722, a student shall be provided one (1) breakfast at no cost during each school day upon the student's request regardless of whether the student qualifies for a federally funded free or reduced-price meal.

Except for requests to receive "lactose free" milk, the district only provides modified meal components on menus to accommodate students with. 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:
 - A description of the student's disability that is sufficient to understand how the disability restricts the student's diet;
 - 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 submit a written request for their student to be provided "lactose free" milk. The parent's request is not required to be accompanied by a medical statement in order for it to be granted.¹

Parents may file a grievance regarding the request for modifications 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.

Except for requests to receive "lactose free" milk, the district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

STUDENT PUBLICATIONS AND 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.

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 SEVEN (7) days after they were created.

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

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

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.

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.

STUDENT RELIGIOUS EXPRESSION

The Searcy County 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:
 - b. By ordinary academic standards of substance and relevance; and
 - c. 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.

DRUG TESTING POLICY

Marshall High School recognizes that drug abuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes, and the total development of each individual. The District Board of Education is determined to help students by providing another option for them to say "No." Drug abuse includes, but is not limited to, the use of illegal drugs, alcohol, and misuse of legal drugs and medications.

Definitions:

Drug: Any substance considered illegal by Arkansas Statutes or which is controlled by the Food & Drug Administration unless prescribed by a licensed physician.

Activity Programs: Any activity that meets the guidelines of the Arkansas Activities Association. These activities are listed below:

<i>Football</i>	<i>Art Club</i>	<i>Basketball</i>
<i>Band</i>	<i>JAG</i>	<i>Track</i>
<i>Sr. Beta Club</i>	<i>Jr. Beta Club</i>	<i>Golf</i>
<i>EAST</i>	<i>Odyssey of the Mind</i>	<i>Cheerleading</i>
<i>Sr. FBLA</i>	<i>Jr. FBLA</i>	<i>Archery</i>
<i>Student Council</i>	<i>4-H Club</i>	<i>Volleyball</i>
<i>FCCLA</i>	<i>Trap</i>	<i>Fire Marshals</i>
<i>Cross Country</i>	<i>FFA</i>	<i>Yearbook</i>
<i>Softball</i>	<i>FCA</i>	<i>Quiz Bowl</i>
<i>Baseball</i>	<i>Chess</i>	<i>Library Club</i>
<i>Choir</i>	<i>Foreign Language Club</i>	<i>Students who drive on campus</i>
<i>Others that may be formed</i>		

School Year: From the first day of classes in the fall, unless the activity begins prior

to the first day of classes, in which event, from the first day of practice through the last day of classes in the spring.

Policy Statement:

Marshall High School is conducting a mandatory drug-testing program for students. Its purpose is threefold:

1. to provide for the health and safety of students in all Activity Programs grades 7-12,
2. to undermine the effects of peer pressure by providing a legitimate reason for students to refuse to use illegal drugs, and
3. to encourage students who use drugs to participate in drug treatment programs

Procedures for Students:

Consent:

Each student wishing to participate in any activity program and the student's custodial parent or guardian shall consent in writing to drug testing pursuant to the district's drug testing program. Written consent shall be in the form attached to this policy as FORM A. No student shall be allowed to participate in any activity program absent such consent.

Student Selection:

At the option of the district, all students in activity programs may be drug tested at the beginning of the school year. In addition, random testing will be conducted twice a semester during the school year. Selection for random testing will be by lottery drawing from a "pool" of all students participating in activity programs in the district at the time of the drawing. A single test can be required by the principal from a student for reasonable suspicion. The superintendent shall take all reasonable steps to assure the integrity, confidentiality and random nature of the selection process including, but not necessarily limited to, assuring that the names of all participating students are in the pool, assuring that the person drawing names has no way of knowingly choosing or failing to choose particular students for the testing, assuring that the identity of

students drawn for testing is not known to those involved in the selection process and assuring direct observation of the process by the least intrusive means possible while assuring brevity and privacy. Students called for a drug test are not allowed to have their cell phone while waiting.

Sample Collection:

If any student whose number is drawn is absent that day, the selection process will continue until the number of students selected for testing equals the number representing the percentage of students designated for random testing. All students providing samples will be given the option of doing so alone in an individual stall with the door closed.

Testing Agency:

The district will choose a qualified agency for the purpose of processing sample results and maintaining privacy with respect to test results and related matters.

Prescription Medication:

Students who are taking prescription medication may provide a copy of the prescription or a doctor's verification, which will be considered in determining whether a "positive" test has been satisfactorily explained. That documentation will be forwarded to the testing lab with instructions for the lab to consider the student's use of such medication to assure the accuracy of the result. Students who refuse to provide verification and test positive will be subject to the actions specified below for "positive tests."

Scope of Tests:

The drug screen tests for one or more illegal drugs. The superintendent or his designee shall decide from week to week which illegal drugs shall be screened, but in no event shall that determination be made after selection of students for testing. Student samples will not be screened for the presence of any substances other than an illegal drug or for the existence of any physical condition other than drug intoxication. As a quality control measure, the school reserves the right to send any urine sample that appears unusual in color and/or consistency to a laboratory for testing and confirmation or non-confirmation.

Limited Access to Results:

The results will be reported only to the superintendent or to such a person as the superintendent may designate in the event the superintendent is absent.

Procedures in the Event of a Positive Test:

Whenever a student's test result indicates the presence of illegal drugs ("positive test"), the following will occur: If the sample tests positive, a custodial parent or legal guardian will be notified and a meeting will be scheduled with the superintendent or his designee, the student, the custodial parent or legal guardian, and the student's principal and head coach or sponsor.

First Positive Result:

For a positive result, the student will be placed on probation and will not be allowed to participate in competitions, presentations or activities of the District and will not be allowed to drive on campus for a period of twenty days. The student will be recommended for counseling; if any charge is incurred, the parents will be responsible for it.

On day twenty-one the student will be allowed to be retested (at the expense of parent-guardian). If the test results are found to be negative, the student will again become eligible for competitions, presentations, and activities relating to the District and will have driving privileges restored.

However, the student must submit to a mandatory drug screen or lab test on a monthly basis at the expense of the parent/guardian. The duration will be determined by the intervention program but will be no longer than the maximum of six months.

A student may be required to practice or participate in off-season activities at the head coach's or sponsor's discretion. He/she cannot compete or dress out for any competition.

Second Positive Result:

For the second positive result in the same year or any two consecutive calendar years, the student will be suspended from participating in activities and will not be allowed to drive on campus for the remainder of the school year. If this positive test is in the spring semester, the student will not be able to participate during the following fall semester.

Third Positive Result:

For the third positive result, the student will be suspended from participating in activities and will not be allowed to drive on campus for the remainder of his enrollment with the school. (May be appealed to the Board)

Non-Punitive Nature of Policy:

No student shall be penalized academically for testing positive for illegal drugs. The results of drug tests pursuant to this policy will not be documented in any student's academic records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent legal compulsion by valid and binding subpoena or other legal process. The student and the student's custodial parent or legal guardian will be notified as soon as possible by the district.

Other Disciplinary Measures:

The district, by accepting this policy, is not precluded from utilizing other disciplinary measures set forth in the Student Discipline Policy, and this policy does not preclude the district from taking disciplinary procedure and resulting action when founded upon reasonable belief and suspicion that a student has participated in drug related activities.

Consequence for an Adulterated Test:

If the lab results are reported as adulterated or evidence exists that the specimen has been tampered with, a student will be suspended from activities participation for a minimum of 45 days.

Failure to be Tested:

If a student/parent refuses to submit to screening at any time, the student will be removed from the covered activities program for the remainder of the year.

CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Instructional and supplemental materials 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 may do so by filling out a Challenge to Instructional Material form available in the school's office.

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

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

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 relevance to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the 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 the appropriateness of the material for its intended educational use.

ASBESTOS INFORMATION

Under the regulations of the Environmental Protection Agency (EPA) all public schools in the United States are required to be inspected for Asbestos Containing Building Materials (ACBM).

The Searcy County School District has been inspected. All asbestos was found to be contained or non-friable. The inspectors report and management plan are filed in the superintendent's and the principal's office.

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 method³. Students shall be included in the drills to the extent practicable.

USE OF COPYRIGHTED MATERIALS

Use of copyrighted Work in Face-to-Face Classroom

The Board of Education encourages the enrichment of the instructional program through the proper use of supplementary materials. To help ensure the appropriate use of copyrighted materials, the Superintendent, or designee, will provide district personnel with information regarding the "fair use" doctrine of the U.S. Copyright Code as detailed in the "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals" "Guidelines for Educational Uses of Music".

Definitions:

Class session: means the length of time provided for students to access the materials necessary for the completion of course assignments and tests. Depending on the copyrighted work's overall importance to the course, which can vary from a single assignment to an entire course focusing on the copyrighted work, the class session will end on:

1. The date set by the teacher for an assignment to be submitted; or
2. The date on the school calendar for the end of classes.

Course packs: are pre-made compilations of book excerpts; newspaper, magazine, and journal articles; and instructor-authored materials. "Mediated Instructional activities" includes textbooks, workbooks, and course packs.

Transmission: is the remote accessing, whether on or off campus, by students of a copyrighted work by means of a closed circuit television, an educational television channel, or in a digital format on a password protected secure webpage.

The District recognizes that advances in technology have resulted in the need for guidelines for the use of copyrighted materials that are transmitted to students through a digital network. While the requirements to use a copyrighted work in a digital transmission have many similarities to those required to use a copyrighted work in a face-to-face classroom, Federal law places several additional requirements on the District's teachers, IT staff, and librarians for the use of a digitally transmitted copyrighted work. The District is dedicated to providing the tools necessary for teachers, IT staff, and librarians to meet these additional Federal requirements.

The district shall make sure the server where materials are stored is secured, whether the server is located locally or remotely.

The District's Informational Technologies staff shall develop the proper protocols and train teachers on their use in order to ensure:

- The transmission of the copyrighted work is limited to only the students enrolled in the course;
- Each student shall have a unique ID and password for accessing digital courses/materials; or
- Each course shall have a unique password to access course materials; and

The password to access the course materials shall be changed immediately following the close of the course.

To prevent students from retaining or further disseminating the copyrighted work for more than one class session;

- the print function will be disabled;
- a transparency shall be placed over any literary work, sheet music, or photograph;
- audio and video transmissions will be set to be streamed; and
- the link to the webpage with a copyrighted work shall be deactivated at the end of the applicable class session.

Teachers who wish to provide copyrighted works to students through a digital transmission as part of a digital course as well as teachers wishing to supplement a face-to-face classroom course with a digital transmission must meet applicable copyright statutes, district policy on Digital Learning Courses, as well as the following requirements in order to use a copyrighted work:

- The use of the copyrighted work(s), whether in whole or in part, must be a part of regular classroom instruction and must be directly related and of material assistance to the course content;
- The extent of a copyrighted work that is used must comply with one or more of the following criteria:
- The entirety of a non-dramatic literary or musical work may be used. A non-dramatic literary work includes poems and short stories. A non-dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.
- Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary works may only be used in the same amount as set forth in the requirements for a face-to-face classroom while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.
- Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
- Works primarily produced or marketed for use in the digital education market may not be transmitted.
- Works the teacher had knowledge or reasonably believed to be unlawfully made or acquired may not be used.
- Mediated instructional activities may not be transmitted.

A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status:

- Course Syllabus;
- Home webpage for the course;
- Webpage for the particular class session; and/or webpage with the copyrighted work.

The teacher and the District librarian shall work together when making digital copies of copyrighted work from physical or analog versions and shall fulfill the following requirements:

- The amount converted is only the amount allowed by law; and
- The District has no digital copy of the copyrighted work available; or
- The District's digital copy of the copyrighted work that is available has technological protections that prevent the use of the copyrighted work in the manner prescribed by law.

The District will not be responsible for any employee violations of the use of copyrighted materials.

STUDENT USE OF ARTIFICIAL INTELLIGENCE

Definitions

“Artificial Intelligence (AI) Tools” means Software applications or platforms that utilize machine learning algorithms to perform tasks typically requiring human intelligence, such as generating content, providing recommendations, or solving problems. For purposes of this policy, AI tools do not include the use of spell check or grammar check.

The purpose of this policy is to establish guidelines for the responsible use of AI tools by District students. The policy applies to all students enrolled in the District and covers the use of AI tools when completing District assignments or projects.

The district shall provide teachers and students resources and education on AI literacy and digital citizenship. The District shall establish a committee who shall be responsible for the review and selection of AI tools that shall be available for students to use. All AI tools selected by the committee shall comply with applicable state and federal data privacy laws. Students shall only use AI tools that were approved by the District committee for classroom assignments or projects.

Teachers are responsible for providing instructions on when and how AI tools may be used for classroom assignments. Students may use AI tools as approved by their classroom teacher to enhance learning and develop future-ready skills.

Students should use AI tools ethically and responsibly, aligning with the district's educational objectives, and in a manner that does not harm themselves or others. As part of using AI tools responsibly, students should be cautious about the information they provide to AI tools and consult with a teacher if unsure. At no time shall Students share personal, sensitive, or confidential information with AI tools, especially AI tools requiring data input.

When a student uses AI tools, a student shall:

1. Review and verify the accuracy of content that is generated by an AI tool;
2. Cite AI tools used as part of an assignment or project as a source, following District citation guidelines; and
3. Be transparent about their use of AI in completing assignments.

Students must ensure all submitted work is their own and properly acknowledge or cite any assistance from AI tools. Students are encouraged to ask questions if they are unsure about the acceptable use of AI tools.

The following actions regarding AI tools are strictly prohibited:

- Misuse of AI tools for cheating, plagiarism, or any form of academic dishonesty, including the submission of assignments that were fully generated by an AI tool and presented as original student work;
- Altering or falsifying academic documents or records using AI tools;
- Using AI tools to:
 - Gain unauthorized access to District systems; or
 - Bypass District security measures;
- Using AI tools to produce misleading or false information, imagery, or any form of false outputs about themselves, other students, or staff members.

Students should report any inappropriate content or security concerns encountered while using AI tools to a teacher or administrator.

Violations of this policy shall be handled in accordance with the District's disciplinary procedures.

MARSHALL HIGH SCHOOL ACCEPTABLE USE AND INTERNET SAFETY POLICY

Definitions

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.

Computers, networks, and other computing resources within the Searcy County School District are provided to enhance its mission of teaching, research and public service and to provide access to local, national, and international facilities in achieving these

goals. The District is committed to computing and network systems that effectively meet the needs of its users and reserves the right to restrict or terminate access at any time and for any prudent reason. **It reserves the right to monitor computer, network, and computing resource activities in any form it sees fit in order to maintain the integrity of the system. Computer, network and computing resource access is a privilege and not a right.**

Due to the pervasive use of the computer and technology all students will be using a computer within their academic environment for daily activities and assignments. Therefore, parents and students should carefully read the computer policy and sign the application for campus computer use. Each student will be required to sign and return the application to engage in any use of District computers, networks or computer resources. This application will be turned into the campus media specialist and kept on file for reference.

Policies covering the use of computers owned by the Searcy County School District are outlined in three areas. These areas are as follows:

- **General Policies** - Policies which apply to every computer in use in the District
- **Specific Policies** - Policies specifically related to computers in four areas—office, classroom, labs, and media centers

Internet Access - Policies related to Internet access provided by the Searcy County School District

GENERAL POLICIES

Use of Hardware

- a. Computer hardware is like any other school property and shall be treated as such.
- b. No hardware, including cables or peripherals, may be moved without authorization from the Technology Staff.
- c. It is the responsibility of the faculty member to whom the computer is assigned to turn off and secure the computer and its peripherals at the end of the day. It is the responsibility of the faculty, students, staff and associates to keep the computer clean and away from food or other harmful substances or objects.
- d. It is the responsibility of the faculty or staff member to whom the computer is assigned to report malfunctions of the hardware to the district technology coordinator.

Use of Computer Software

- a. Only software that is legally owned and /or authorized by the District may be installed on District Computers. The technology coordinator may grant staff members permission to install software if the software is necessary for class use.
- b. The unlawful copying of any copyrighted software and/or its use on District hardware is prohibited.
- c. Modification or erasure of software without authorization is prohibited.
- d. The introduction of any viral agent is prohibited. Any diskette or device should be scanned for viruses before use on District computers.
- e. Any individual who introduces a virus into the District system or violates the copyright laws shall be subject to appropriate District discipline policies and to the penalty provisions of the computer/network use policy.
- f. The District Technology Coordinator has the right to remove any software from district owned equipment where the user cannot provide original copies of the software and/or license for the software. The staff member will be held legally responsible for software on their assigned computer outside District supported titles.

NOTE:

- **No unauthorized device may be inserted into any computer without expressed permission and direct supervision of authorized personnel.**
- **No student will be given unrestricted, unsupervised access to any computer or part of the system owned by the District.**
- **No student will be given the password to systems or applications, which require password access.**
- **No recreational gaming or chatting will be permitted on District computers.**
- **No personal home pages are allowed to be published through the District Web Server.**

SPECIFIC POLICIES

Office Computers

Computers purchased for office use are used strictly to provide for efficient operation of the office in which the equipment is located. Because these machines contain sensitive data, access must be strictly limited and controlled. Only authorized personnel may operate these computers. Student access to such machines requires direct adult supervision. Sensitive data should be password protected. Data on these machines should be saved to user folders on the network server and should be backed up on a regular basis.

Classroom and Lab Computers

Computers located in the classroom or lab serve two purposes: to assist the teacher with classroom management and to enhance the curriculum. Applications and data related to classroom management should be restricted to appropriate staff only. Student use of these machines is restricted to curriculum use only—not to play games or surf the net for pleasure. Students will be allowed to use the computer for specific purposes only after receiving permission from the classroom teacher. Usage of computers without supervision is forbidden. Any student use of classroom computers for which a supervising staff member has not granted permission is expressly forbidden. Appropriate disciplinary action will be taken as necessary.

Media Center Computers

Computers in the media center exist to enhance library services and to provide access for general student use to accomplish academic objectives. Students may use the computers for specific purposes after receiving permission from the appropriate staff member. Recreational gaming and chatting is not allowed on media center computers.

Priority in Use of Computing Facilities

In the media centers, instructional labs, classrooms and administrative offices in which users must share computing resources, priority shall be given to users engaged in activities directly related to the school's mission of completing course assignments, research and/or campus management tasks.

INTERNET AND DISTRICT EMAIL ACCESS

The Searcy County School District provides Internet access to students and staff. E-mail is provided to staff. Students may use E-mail provided through school access for classroom reasons only. Others may be allowed access subject to case by case approval. To receive an account a signed application

must be submitted to the campus media specialist each school year which is kept on file for reference.

Applications must include the signature of a parent/or guardian if the student is under or 18 years of age. Internet and E-mail access through the District is a privilege and not a right. As such, the Searcy County School District reserves the right to restrict or terminate access at any time and for any viable reason. The District Technology Staff further has the right to monitor and document any network activity in any form it sees necessary to maintain the integrity of the network and system. School E-Mail is archived and filed for one calendar year from the original sent date. Free E-Mail accounts from sites on the Internet are not allowed.

All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parental and staff supervision is the best deterrent.

Just as individuals must learn and adhere to proper social codes and behaviors, all net users will be required to learn and observe proper use of the net through access provided by the Searcy County School District. These policies will be included in the District Handbooks each year. A signed statement of acceptance from all students and staff will be kept on file for each user. This application must be submitted each new school year.

NET BEHAVIORS

- Be polite and use appropriate language
- Do not reveal your personal address, phone number or picture
- Email is not private, it is public domain
- Do not use the network in such a way that you would disrupt the network by other users (streaming audio, video, and gaming)
- Keep your account password private, and log off the network after each use. Your account is your responsibility.
- Do not join any news group or subscribe to any list-serve without permission

INTERNET SAFETY

Personal-Be Safe- In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information, which might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone you “meet” on the computer network or Internet without your parent’s permission. Regardless of your age, you should never agree to meet a person you have only communicated with on the Internet in a private setting.

The safety of our students is of utmost importance. Educating the students about the proper and safe use of the Internet is a priority. An Internet Safety curriculum is taught by the technology personnel and/or guidance counselors at each school. Rules and guidelines for safe Internet use are posted near all computers where students have Internet access. Teachers are trained in using these rules and guidelines and are required to review them with their students at the beginning of the school year.

Illegal Activities- It is a violation of this Policy to use the District computers or network to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic

materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

Confidentiality of Student Information- Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet particularly credit card numbers and Social Security numbers. Supervising teachers or administrators may authorize the release of directory information, for internal administrative purposes or approved educational projects and activities.

Active Restriction Measures- The Searcy County School District will utilize content filtering at each district campus with a content filter that is updated regularly. Monitoring of Internet usage is logged and kept on file daily. Inappropriate usage will be addressed. The content filter will prevent students from accessing visual depictions that are obscene, or harmful to minors, or child porn. Internet filtering will be utilized on all District computers. Sites that are necessary for expressed research by an instructor can be opened for assignments and then again blocked.

The Searcy County School District is educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

PRIVACY

Network, E-mail and Internet access is provided as a tool for your education. The Searcy County School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network, e-mail and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and will remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

****The following actions are expressly forbidden:**

- Applying for an account under false pretenses
- Loading or Downloading unauthorized software or unlicensed software
- Sharing user IDs or accounts with any individual other than the one for whom it was created
- Deletion, examination, copying, modification of files and/or data belonging to others without permission
- Attempts to evade or alter system security or operating system policies
- Failure to comply with requests from the system administrator to alter certain actions and/or behaviors
- Vandalism or theft to District network, hardware, or software
- Use of facilities for commercial purposes

- Any unauthorized, deliberate action which damages or disrupts the system
- Forgery (or attempted forgery) of electronic mail messages
- Attempts to read, delete, copy, or modify the electronic mail or files of another user
- Sending or attempting to send harassing, obscene and/or other threatening e-mail
- Sending or attempting to send unsolicited “junk mail” (spamming) to other users
- Gaining or attempting to gain access to restricted system areas on the local or remote systems
- Decryption or attempted decryption of user passwords
- Illegally uploading or downloading copyrighted materials
- Playing online games in any form
- Audio or Video streaming when not allowed or provided by the district.
- Illegal, inappropriate, or obscene activities, or support of such activities:
- Illegal activities are defined as violation of local, state or federal laws.
- Inappropriate use is defined as any violation of the intended use of the network.

Obscene activities are defined as violations of generally accepted social standards for use of a publicly owned and operated communications vehicle.

These items above should be considered “zero tolerance” items. The District Technology Coordinator as necessary may include additional items.

CELL PHONES AND PERSONAL ELECTRONIC DEVICES

A “personal communication device” is any device that emits an audible signal, vibrates, displays a message or otherwise summons or delivers a communication to the possessor.

During the school day, students shall comply with the Possession and Use of Cell Phones and Other Electronic Devices Policy found on page 91 Cell Phone use. For after school activities, the use of these devices shall be at the discretion of the activity sponsor. Students that are observed to be using any personal electronic device will have it confiscated. All confiscated devices will be turned in to the principal or assistant principal. Confiscated devices will be kept in the office until picked up by a parent or guardian. Any additional consequences for offenders are listed in each school’s handbook. The principal or principal designee may grant a student permission to use a personal communication device at the principal’s or principal designee’s discretion.

The school system does not assume responsibility for any of these devices that may be lost, damaged, stolen, or confiscated.

CONSEQUENCES

A user who violates this Policy, shall at a minimum, have his or her access to the computer network, email, and Internet terminated, which the School District may refuse to reinstate for the remainder of the student's enrollment in the School District depending on infraction. A user violates this Policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. The School District Administrator can take disciplinary action in addition to these measures.

- Suspension or revocation of Internet, or E-mail access
- Suspension or revocation of access to all computers at school
- Suspension or expulsion from school
- Legal action and prosecution by authorities
- Monetary responsibility for damages incurred

The building administrator in consultation with the Superintendent and District Technology Coordinator will take disciplinary actions.

WARRANTIES/INDEMNIFICATION

The Searcy County School District makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this Policy. It shall not be responsible for any claims, losses, damages or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user or his or her parent or guardian arising out of the user's use of its computer networks or the Internet under this Policy. By signing this Policy, users are taking full responsibility for their use. The user who is 18 or older or, in the case of a user under 18, the parent or guardian are agreeing to indemnify and hold the School, the School District, the Data Acquisition Site that provides the computer and Internet access opportunity to the School District and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims or damages resulting from the user's access to its computer network, email, and the Internet, whether that use is on a School computer or on another computer outside the School District's network.

Marshall High School **Chromebook Handbook**

The policies, procedures, and information within this handbook
apply to all Chromebooks used at Marshall High School.

Program Description

During the 2024-25 school year, Marshall High School will participate in a 1:1

initiative. This initiative provides access to online resources for learning by providing access to Chromebook devices to every student in grades 7-12. This ensures that students can access needed information and materials from wherever they are- home, school, anywhere with an internet connection.

Marshall High School is implementing the Chromebook initiative to further personalize student use of time, assist students in mastering essential skills, and to improve student understanding of content.

Technology Use

All students in grades 9-12 will be issued a school-owned Chromebook. All students in grades 7-8 will have access to Chromebooks to utilize for educational purposes. All parents/guardians and students will be required to read and abide by the rules set forth in this Chromebook Handbook as well as the Marshall High School Acceptable Use and Internet Safety Policy found in the Student Handbook. A Chromebook Use Permission Form with parent/guardian and student signature will be required before taking possession of a school-owned device.

Chromebooks are for educational use in school and at home. This document includes information for students and parents/guardians about the general use of technology, ownership of the devices, rights and responsibilities for possession of the device, as well as use and care of the devices.

Students and their parents/guardians are reminded that use of school technology is a privilege. Everything done on a school owned device and network may be monitored by school authorities. Inappropriate use of school technology may result in limited or supervised computer use, disciplinary action, and/or legal action as stated in the Marshall High School Student Handbook.

For more information on the technology use expectations, students and their parents/guardians should view the Acceptable Use and Internet Safety Policies located in the Student Handbook.

Ownership of the Chromebook

Searcy County School District retains the sole right of possession of the Chromebook. Searcy County School District lends the Chromebook to the students for educational purposes only for the academic year. Additionally, Searcy County School District administration and faculty retain the right to collect and/or inspect the Chromebooks at any time, including electronic remote access and to alter, add, or delete installed software or hardware.

Procedures

The Chromebook will be checked out in much the same manner as a library book using scanned barcodes according to Chromebook serial number, battery serial number, and power adapter serial number.

The student is responsible for all equipment checked out in his/her name. Therefore students are not to exchange Chromebooks, batteries, or power adapters. At the

conclusion of the school year, students will be required to check in their Chromebooks. These devices will be inspected by the technology department at this time. Students are expected to check in the same serial numbered equipment as originally checked out unless replacement equipment has been issued by the technology department.

Receiving Your Chromebook

Students in grades 9-12 will be issued a Chromebook after the following conditions of the loan are met:

- **Parent/Guardian and student must sign the Chromebook Loan Agreement forms (mandatory).**
- **Parent/Guardian(s) must sign the Computer Insurance Form (mandatory). Parents are to designate the appropriate choice. (Full-time User or Day-User Only)**
- ***The annual insurance premium is \$25. Checks are made payable to Marshall High School. All enrollment forms must be turned in to the Marshall High School office and insurance premium must be paid in order to receive a Chromebook. More information about the optional insurance plan is listed in this handbook. Note: If parents choose not to pay for the insurance policy, then the parent and/or student will be liable for payment of ALL damages to and/or loss of computer. The replacement cost of the computer is up to \$250. Computers will not be reissued to students until damages and/or losses are paid to the school district.***

The Chromebook remains with the student for the remainder of the school year unless he/she withdraws from school. Students will be reassigned the same Chromebook each year while enrolled.

Students are responsible for bringing Chromebooks to school every day, taking them home, and charging the battery each night.

Full-Time User

Students who wish to be a full-time user of the Chromebooks (may take them home) must complete and return all mandatory forms and pay the annual insurance premium. When the forms and the premium have been paid, the student will be issued a Chromebook and accessories to use full-time. Full time users are responsible for bringing their fully-charged Chromebooks and power cords to school every day. Failure to bring charged Chromebooks and/or power cords to school will result in disciplinary action.

Failure to Bring Charged Chromebook Disciplinary Actions

Disciplinary actions will reset with each new nine weeks.

1st offense: Students will receive a warning for failure to comply with school policy.

2nd offense: Students will receive one day of lunch detention.

3rd Offense: Students will receive two days of lunch detention.

4th offense: Students will receive three days of lunch detention.

5th offense: Students will receive an office referral with recommendation for a full-day detention.

Additional offenses will be referred to the high school principal / assistant principal for determination of consequences.

Transfer/New Student Distribution

All transfers/new students will be issued Chromebooks in the same manner as above.

Both students and their parent/guardian(s) must sign all appropriate forms prior to receiving a Chromebook.

Returning Your Chromebook

The right to use and possess a school owned Chromebook ends no later than the last day of the school year unless earlier terminated by the district or upon withdrawal from school.

End of the Year

- All Equipment is to be returned to the District Technology Coordinator at the designated time.
- The Chromebook remains the property of Searcy County School District and cannot be loaned, sold, bartered, traded, leased, rented, or given to any other person(s).
- At the end of the school year an announcement will be made for students to turn in their Chromebooks and all equipment/accessories. Failure to turn in a Chromebook will result in the student being charged the full replacement cost. Additionally, a report of stolen property with local law enforcement may be filed by the school.
- Failure to return all equipment on or before the due date may result in criminal charges being filed against the student, parent, and/or the person who has the Chromebook.

Transferring/Withdrawing Students

Students who transfer out of or withdraw from Marshall High School must turn in their

Chromebooks and accessories to the principal's office on their last day of attendance. Failure to turn in the Chromebook will result in the student being charged the full replacement cost. Unpaid fines and fees of students leaving Marshall High School may result in a report of stolen property being filed with the local law enforcement agency.

Insurance

Parents/Guardians of full time users must purchase a nonrefundable annual insurance policy with a premium of \$25 before taking possession of the school-owned Chromebook. Parents/Guardians with more than one student will be charged a maximum of \$40. If unused the insurance premium will roll over to the next academic school year.

If a student and/or family is unable to pay the premium but wants to be a full-time user, he or she must contact the MHS administration in order to discuss the unique situation. If a student and/or family is unwilling to pay the premium for whatever reason, the student will be assigned Day-User Only status and will still have access to his/her Chromebook during school hours only.

What the Original Insurance Premium Covers

- **Key Replacement**
- **Case Replacement**
- **Keyboard, Palmrest, Touchpad Assembly Replacement**
- **Screen Replacement**
- **Any other accidental damage**

Chargers and other accessories are NOT covered by insurance. Chargers must be replaced with the same part number. Charger replacement cost is \$35.

***This insurance policy will only cover repairs up to the cost of the replacement value of one Chromebook per calendar year. If total loss occurs and/or once the replacement value of the student's original computer has been exceeded, the student will have to pay a \$50.00 deductible per repair incident.**

Specific procedures for filing claims must be followed and may be picked up in the high school library.

The School will repair or replace damaged equipment resulting in normal use. Students and/or their parents will be financially responsible for damages resulting from abuse or neglect.

There are some limitations on the insurance coverage. An additional deductible will be required for repair resulting from neglect or abuse. Intentional misuse or neglect can result in loss of Chromebook use, disciplinary action, and/or fines for any needed repairs or maintenance.

If the insurance coverage is not purchased, the parent will be liable for all costs related to repairs or replacement.

Estimated Costs (subject to change)

The following are estimated costs of Chromebook parts and replacements:

- Replacement- up to \$250.00
- Screen- \$50.00
- Keyboard/Touchpad- \$52.00
- Power Cord- \$35.00

Rights and Responsibilities

Students may not use or install any operating system on their Chromebook other than the current version of ChromeOS that is supported and managed by the school.

- Updates-The Chromebook operating system, ChromeOS, updates itself automatically. Students do not need to manually update their Chromebooks.
- There is no need for additional virus protection.

Educational Purposes Only

School issued Chromebooks are to be used for educational purposes only. Students are to adhere to the Student Computer and Internet Use Policies outlined in the Marshall High School Student Handbook both during and after school. School property cannot be used to access inappropriate material as defined by Arkansas law.

No Expectation of Privacy

Network and Internet access is provided as a tool for the user's education. Searcy County School District reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the Chromebook network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school district and no user shall have any expectation of privacy regarding such materials.

Monitoring Software

Teachers, school administrators, and the technology department staff may use monitoring software that allows them to view the screens and activity on student Chromebooks.

Failure to Follow Policy

Student use of the school network and its Internet is a privilege. A user who violates this policy may have his or her access to the network and Internet terminated. A user violates this policy by their actions, and/or if he or she permits another to use his or her account or password to access the Chromebook network and Internet, including any user whose access has been denied or terminated. The school district may take other disciplinary action in such circumstances.

General Use and Care of the Chromebooks

- Students are expected to treat their Chromebooks with care and respect.

- The Chromebook should be kept clean and free of marks at all times.
- No stickers, writing, drawing, engraving, decorations or otherwise defacing the Chromebook, power cords, battery, or otherwise defacing school property will be allowed and may result in the loss of privileges.
- Students should protect the Chromebook from extreme heat or cold. Chromebooks should be protected from the weather, water, or other liquid, food, and pets.
- Heavy objects should never be placed or stacked on top of the Chromebooks (this includes books, musical instruments, sports equipment, etc.)
- Students should not use their Chromebooks while walking. Always use Chromebooks on a stable surface.
- Students are responsible for saving and backing up their data to their school provided Google Drive. Searcy County School District will not be held responsible for lost data.
- The Chromebook should never be left unsupervised. Students and parents/guardians are responsible if a Chromebook is stolen.
- The Chromebook, battery, and power cord are subject to inspection at any time without notice.
- Always carry Chromebooks with care and with the screen closed. Chromebooks should be in their protective carriers when being transported outside of the classroom.
- Never lift Chromebooks by the screen.

Use of Chromebooks at School

- Students are expected to bring a fully charged Chromebook and power cord to school every day. They are to bring their Chromebooks and power cords to all classes unless specifically advised not to do so by their teacher.
- Failure to have your assigned device in class is the same as not having your assigned textbook or homework. Students will be responsible for completing all work at home when they fail to complete it at school due to not having their device. In addition, other disciplinary action may be taken. A loaner Chromebooks (if available) may be issued to students who forget to bring their Chromebooks to school.
- If a student repeatedly leaves his/her device at home, their full-time status will be changed to day user only. In addition, other disciplinary action may be taken.
- Students should never swap or share their Chromebook or power cords with other students. Not all chargers are compatible with every type of Chromebook. Therefore, students are responsible for any loss or damage that occurs to the Chromebook due to swapping power cords.
- Passwords should be kept confidential, and students should not allow others to use their Chromebooks.

Chromebooks left Unattended

Under no circumstances should a Chromebook be left in unsupervised areas. Unsupervised areas include the school grounds, the cafeteria, vehicles, bathrooms, computer labs, library, unlocked classrooms, and hallways. Any Chromebook left in these areas is in danger of being stolen. If a Chromebook is found in an unsupervised area, it should be taken immediately to the principal's office.

Negligence is defined as:

- Intentional damage
- Leaving a Chromebook unattended
- Leaving a Chromebook unsecured
- Exposing a Chromebook to unacceptable conditions such as exposure to any liquid or moisture of any kind
- Exposing a Chromebook to unacceptable conditions such as rain, extreme heat or cold.

Use of Chromebooks Outside of School

Students are encouraged to use their Chromebooks at home and other locations outside of school. An Internet connection will be required for the majority of Chromebook use; however, some applications can be used while not connected to the Internet. Students are bound by the Marshall High School Student Acceptable Use and Internet Safety Policies, and all other guidelines in this document whenever they use their Chromebooks, regardless of location.

Managing and Saving Your Digital Work with a Chromebook

- The majority of student work will be stored in Internet/cloud based applications and can be accessed from any computer with an Internet connection and most mobile devices.
- Some files may be stored on the Chromebook's hard drive.
- Students should always remember to save frequently when working on digital media.
- Searcy County School District does not guarantee that its technology resources will be uninterrupted or error-free. Access to the network is provided on an "as is" basis without warranties of any kind. In the event that the network is down, neither Searcy County School District, nor any of its employees will be responsible for lost or missing data.
- Students are encouraged to maintain backups of their important work on a portable storage device or by having multiple copies stored in different Internet storage solutions.

Chromebook Repairs

- Students who need to have their Chromebook repaired or replaced should leave the device with the School Library Media Specialist.
- The Media Specialist will document the issue for the Technology Department. The Technology Department will collect the device for repair.

- If available, a loaner Chromebook may be issued to students when they leave their Chromebooks for repair. If repair is needed due to malicious damage, the school may refuse to provide a loaner or re-issue a Chromebook until restitution is provided.
- A student borrowing a Chromebook must sign a loaner agreement and will be responsible for any damage to or loss of the loaned device.
- Chromebooks on loan to students having their devices repaired may be taken home if the students are full-time users.

Inventory Tags

All Chromebooks are labeled with a school ID tag (bar code) that is assigned to the student responsible for the device. Tags may not be modified, tampered with, or removed. If a label is intentionally damaged, tampered with, or removed the student may be assessed a damage fee of \$5.00.

Theft

Incidents of theft occurring off campus must be reported to the police the day of the theft. Copies of the police report must be given to the principal the following day that school is in session. Parents/students who fail to do so are responsible for the full replacement cost of the Chromebook. Any theft occurring on school grounds must be reported immediately to an administrator.

If there is no clear evidence of theft or if the Chromebook has been lost due to a student’s negligence, the parent/student will be responsible for the Chromebook’s replacement cost.

The district will work with the police department to report all model, asset, and serial numbers of Chromebooks to area law enforcement agencies in the event of loss or theft.

Fee Schedule: Incident Description Fee

Incident Description	Fee
Incident Description Fee Chromebook fee for insurance coverage for use during term of loan (one school year)	\$25
Damage incident not covered under warranty or insurance or due to negligence	Actual cost of repair or replacement cost of the Chromebook up to \$250

Intentional Damage	Actual cost of repair or replacement cost of the Chromebook up to \$250
Theft or loss of Chromebook not covered by insurance	A Replacement cost of the Chromebook
Replacement cost of Chromebook AC Adapter (power cord)	\$35
Intentional tampering to identifying information labels on the Chromebook	\$5
YONDR POUCH	\$30

Consequences for Violations of the Student Chromebook Handbook, Internet Use and/or Computer Use Policy

As a result of a violation of Marshall High School Chromebook Policy, one or more of the following disciplinary actions may be taken at the administrator's discretion:

1. Removal of Chromebook
2. Restitution
3. Parent Contact
4. Removal of Unauthorized Files and Folders
5. Restriction of Internet Privileges*
6. Restriction of the District-Issued Chromebook Use Privilege**
7. In-school suspension
8. Out-of-school suspension
9. Notification of outside authority/police (charges filed if appropriate)
10. Expulsion

*If a student's Internet privileges are restricted, this means that for the period of the restriction, the student may only access the Internet while at school and under teacher supervision.

** If a student's District Issued Chromebook privileges are restricted, this means that for the period of the restriction, the student may only use his/her Chromebook while at school and under teacher supervision.

General Use

If there is a repeated occurrence of a Chromebook not being usable for the school day, i.e. not being charged, then the administration reserves the right to make the student a day use for a length of time to be determined by the administration.

The following rubric is not meant to be all-encompassing, but to serve as a guideline for determining appropriate disciplinary action when a violation of a technology rule occurs.

Level I Offense	Level II Offense
Level I Offenses are less serious and begin with a student and/or parent conference. However, depending on the frequency, a Level I violation may merit a more severe disciplinary action such as the ones set forth above.	Level II Offenses are more serious and begin with a required conference, the restriction of the Internet and/or District-owned Chromebook privileges, and an in-school alternative placement. However, depending on the seriousness and frequency of the violation, a Level II offense may merit a more serious disciplinary action such as the ones set forth above.
<p>Examples of Level I Offenses</p> <ul style="list-style-type: none"> • Sharing passwords • Plagiarism • Bypassing District Security Controls • Defacing computers (e.g. stickers, marker) • Removing District labels • Repeated failure to charge battery • Clearing web browser history • Creating, accessing, downloading, or distributing non-educational materials (e.g. games, music) • Commercial or Political use • Accessing chat rooms, bulletin boards, or blogs without teacher/administrator permission • Failure to follow teacher directives • Failure to be Polite and 	<p>Examples of Level II Offenses</p> <ul style="list-style-type: none"> • Downloading, posting, or distributing materials that: <ul style="list-style-type: none"> ◦ Are harmful or prejudicial to others (e.g. defamatory or libelous) ◦ Are pornographic, obscene, or sexually explicit, or profane (e.g. videos, pictures and/or music) ◦ Are Illegal (e.g. copyrighted materials) ◦ Reference to weapons, alcohol, drugs, guns, or gangs ◦ Constitutes gambling ◦ Are restricted • Engaging in online activity that threatens, intimidates, bullies, harasses, discriminates, or defames • Intentionally destroying hardware or software • Engaging in theft • Engaging in any illegal activity • Harming or destroying another user's data • Creating or sharing a computer virus • Disrupting the network or the educational process

EXPECTATIONS:

Parent Expectations

1. Remember that while the school system will provide Internet content filtering, there is no substitute for parental supervision when using a computer.
2. Monitor student use of the laptop and Internet at home.
3. Ensure your child understands and adheres to laptop and Internet policies and guidelines set forth in the Chromebook Handbook.
4. Sign the agreement.
5. If the device is intentionally damaged, parents will reimburse the school district per school policy for any costs incurred due to misuse, neglect, damage, or loss, including theft, if not otherwise covered by warranty or insurance, up to the full replacement cost of the Chromebook.
6. Review Marshall High School's Chromebook Handbook, Computer Use Policy, Internet Use Policy, and Consequences for Violations of the policies with your child.
7. Assist your child who is assigned the Chromebook with homework and school assignments. The purpose of the Chromebook Initiative is to help students learn. Student use of the Chromebook for learning is the most important priority of the Chromebook Initiative.
8. Ensure the return of the laptop and all accessories in good working condition at the end of the current school year or before the student withdraws from school.

Student Expectations

I Promise to...

- Be responsible for my laptop at all times.
- Secure my laptop when not using my laptop for class.
- Immediately report technical problems with my laptop to the Library Media Specialist.
- Charge my laptop each evening. Bring the laptop to school fully charged.
- Have the AC adapter with me for necessary charging throughout the school day.
- Not share my login password with anyone.
- Not loan my laptop or any laptop component to another student for any reason.

Students may only use school issued electronic devices. Other personal electronic devices must be approved by the administration.