



**Mayflower School District
K-12
Student Handbook**

2025-2026

**Board Approved for Use:
July 22, 2025**

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Mayflower School District Alma Mater

Oh, Mayflower High, we will be all for you
Each time we gather to display:
Our honor, courage, and our spirit, too
Our Alma Mater we obey.
It stands for all and then together,
Each thing we conquer one by one.
Oh, Mayflower High, we'll work and strive for thee,
Until each foe we overcome.

Mayflower School District Vision

Every Student, Every Day, Every Way.

Mayflower School District Mission

A commitment to each student, to uphold a safe environment, providing them the opportunity to soar to their fullest potential, and empowering all to thrive within their community.

Mayflower School District Core Values

“SOARING”

Serving your community

Overcoming obstacles

Academic excellence

Resiliency against adversity

Integrity and respect

Nurturing and caring environment

Grit

DISTRICT CONTACT INFORMATION

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Mayflower School District employees may be contacted using the District website at www.mayflower.school

Message to Students and Parents STUDENT HANDBOOK (Board Policy 4.42)

It shall be the policy of the Mayflower School District that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of this district. In the event that there is a conflict between the student handbook and a general board policy or policies, the more recently adopted language will be considered binding and controlling on the matter provided the parent(s) of the student, or the student if eighteen (18) years of age or older have acknowledged receipt of the controlling language.

The administration, Board of Education, parents, students, and faculty have prepared this handbook to help pupils and parents become more familiar with the policies, regulations, requirements, activities, and traditions of the Mayflower School District. When used correctly, this handbook can help students maximize their school experience and the opportunities it affords.

This handbook is sincerely dedicated to the young men and women of the Mayflower School District, with the hope that it will promote loyalty, honesty, sportsmanship, school pride, and a genuine spirit of understanding.

To ensure that parents and students acknowledge that they have access to a copy of the Mayflower School District K-12 Handbook that carries out policies adopted by the Board of Education, each student, along with their parent or guardian, is required to sign the statement of receipt, which is located at the back of this handbook. If you have any questions, please contact the campus or district offices.

NONDISCRIMINATION POLICY AND EQUAL EDUCATIONAL OPPORTUNITY (Board Policy 4.11)

Mayflower School District's policy is to provide equal opportunity without regard to race, color, national origin, gender, age, qualified disability, or veteran status in its educational programs and activities. This includes, but is not limited to, admissions, educational services, financial aid, and employment. This educational institution will disseminate nondiscriminatory policies to students, parents, employees, and the general public before the beginning of each school year.

Committees will be selected fairly and equitably, reflecting the district's diversity in terms of gender, race, socioeconomic level, disability, national origin, and other relevant populations.

4.44—NATIONAL ANTHEM

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

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

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

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

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

4.46—PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited:

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

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

SECTION 1—ATTENDANCE

RESIDENCE REQUIREMENTS (Board Policy 4.1)

Definitions

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

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

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

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

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

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

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

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

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

Children whose parent or legal guardian relocates within the state due to a mobilization, deployment, or available military housing while on active duty in or serving in the reserve component of a branch of the United States Armed Forces or National Guard may continue attending school in the school district the children were attending prior to the relocation or attend school in the school district where the children

have relocated. A child may complete all remaining school years at the enrolled school district regardless of mobilization, deployment, or military status of the parent or guardian.

ENTRANCE REQUIREMENTS (Board Policy 4.2)

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:
 - a. 4.40—HOMELESS STUDENTS; or
 - b. 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 policy 4.6—HOME SCHOOLING.

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.

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - e. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
 - f. United States military identification; or
 - g. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.
4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Members' 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. chapters 1209 and 1211 or 42 U.S.C. § 204.

"Deployment" means a period of time extending from six (6) months before a member of the uniformed services' departure from their home station on military orders through six (6) months after return to the Uniformed Services member's home station.

"Dual status military technician" means a federal civilian employee who is:

1. Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);

2. Required as a condition of employment to maintain membership in the Selected Reserve; and
3. Assigned to a civilian position as a technician in the organizing, administering, instructing, or training of the Selected Reserve or in the maintenance and repair of supplies or equipment issued to the Selected Reserve of the United States Armed Forces.

“Eligible child” means the children of:

- Active duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;
- Veterans of the uniformed services who are injured in the line of duty and medically separated or retired;
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty;
- 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 the member 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 possess specialized knowledge regarding the educational needs and unique challenges faced by children of uniformed services families.

An eligible child as defined in this policy shall:

1. Be allowed to continue the student’s enrollment at the grade level commensurate with the student’s grade level the student was in at the time of transition from the student’s 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 the student’s previous school;
3. Enter the District’s school on the validated level from the student’s 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 the student’s 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 the student's previous school based on the student's 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 the student 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 and an enrollment application of an eligible student from a military family, the District shall:

- Provisionally enroll, provide placement for, and enter academic course requests on behalf of the incoming student based on the student's education record provided by the student's family or the sending district;
- Provide the uniformed services family with information regarding:
 - Career-ready pathways and other academic or education programs offered;
 - Required academic courses for each curriculum and elective course options;
 - School and community-sponsored extracurricular activities, including without limitation individual and team sports, clubs, junior reserve officer training corps opportunities, and Purple Star School program ambassadors; and
 - Contact information for the designated military family education coordinator and the Purple Star School program military family education facilitator, if applicable; and
 - Other relevant information regarding the District.

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.

The District shall not deny the enrollment of a Uniformed Service Member dependent unless the District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the Standards for Accreditation for Public Schools and School Districts; state rules; or other applicable federal regulations, and the District timely notifies the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the lack of capacity.

The District shall notify a prospective student's family in writing regarding whether the student's enrollment has been accepted or rejected within fifteen (15) calendar days of receiving the student's enrollment application and supporting documentation.

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.

The District may request a waiver from the State Board as necessary to accommodate an eligible student.

COMPULSORY ATTENDANCE REQUIREMENTS (Board Policy 4.3)

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).

STUDENT TRANSFERS (Board Policy 4.4)

Transfer applications received by the District shall be placed on the Board's next meeting agenda.

The District may reject a nonresident's application for admission if its acceptance would necessitate the addition of staff or classrooms; exceed the capacity of a program, class, grade level, or school building; or cause the District to provide educational services not currently provided in the affected school.

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

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

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

SCHOOL CHOICE (Board Policy 4.5)

Definition

“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 the District

Capacity Determination and Public Pronouncement

The Board of Directors will annually adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District has a lack of capacity.

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in the District and 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. 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.

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 days 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.

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.

Rejected Applications

The District may reject an application for a transfer into 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.

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.

Facilities Distress School Choice Applications

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

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

HOMESCHOOLING (Board Policy 4.6)

Enrollment in Homeschool

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

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

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

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

The notice shall include:

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

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

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

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

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

Enrollment or Re-Enrollment in Public School

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

- A transcript listing all courses taken and semester grades from the home school;
- Score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and
- A portfolio of indicators of the home-schooled student's academic progress, including without limitation:
 - Curricula used in the home school;
 - Tests taken and lessons completed by the home-schooled student; and
 - Other indicators of the home-schooled student's academic progress.

If a home-schooled student is unable to provide a nationally recognized norm-referenced score, the District may either assess the student using a nationally recognized norm-referenced assessment or waive the requirement for a nationally recognized norm-referenced assessment score.

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

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

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

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

- A. Award of course credits earned in the home school;
- B. Placement in the proper grade level and promotion to the next grade level;
- C. Participation in any academic or extracurricular activity;
- D. Membership in school-sponsored clubs, associations, or organizations;
- E. A diploma or graduation, so long as the student has enrolled or re-enrolled in the District to attend classes for at least the nine (9) months immediately prior to graduation; or
- F. Scholarships.

ABSENCES (Board Policy 4.7)

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;⁴
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;⁵
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
 - a. Labor, delivery, and recovery;
 - b. Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
 - c. The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
 - d. A legal appointment related to pregnancy or parenting, including without limitation:
 - i. Adoption;
 - ii. Custody; and
 - iii. Visitation;
 - e. 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
 - f. 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:
 - a. Due to a mental health concern; or
 - b. 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:
 - a. Social or public policy advocacy; or
 - b. 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.⁷

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;

- 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; or
- 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:
 - a. Provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency; and
 - i. 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.

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, person 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 six (6) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal, after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has five (5) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing 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 ten (10) unexcused absences in a semester, the District shall notify the prosecuting authority, the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis, who shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian,

person with lawful control of the student, or person standing in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student; the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the school or district administrator or designee.

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

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

The principal, after consultation with the appropriate staff, can make exceptions for class credit in cases of unusual circumstances.

MEDICAL APPOINTMENTS

Please try to arrange doctor or dentist appointments outside school hours. However, sometimes appointments can only be made during the school day. If so, please stop by the office and check out your child. Please do not call ahead of time to have your child waiting. The secretary will call for your child upon your arrival. It is helpful to send a note to the teacher that morning, telling them about the appointment. Students who miss class for appointments are responsible for arranging make-up assignments with the teacher. The doctor's note of excused absence for the medical appointment must be received within five (5) school days of the student's return to school.

A student who misses more than fifteen (15) minutes or more of a class period will be considered absent from that class. For additional absence policy information, see POLICY 4.7.

ARRIVAL AND DISMISSAL (K-4)

Prompt arrival at school is expected of all students. Late arrivals disrupt classroom activities and cause a loss of instructional time. Student dropoff begins at 7:15 AM. Classes begin promptly at 7:35 AM. Tardies are defined as checking in at least 10 minutes late or checking out after 12:30 PM. Three or more tardies in an academic quarter equal an absence in grades K-4. Student dismissal times: Car Riders: 4:10; Bus Riders: 4:05

ARRIVAL AND DISMISSAL (5-12)

Prompt arrival at school is expected of all students. Late arrivals disrupt classroom activities and cause a loss of instructional time. The regular school day for students begins at 7:40 AM and ends at 4:15 PM. Early checkouts by parents will count as an absence if the student misses more than fifteen (15) minutes of class.

There is no supervision for students outside of school hours. The school assumes no responsibility or liability for students on campus outside of regular hours.

COLLEGE/CAREER READINESS DAYS

Seniors will be allowed three days per year to visit a college, other post-secondary institution, or internship. These visits must be scheduled in advance, and the student must provide proper documentation upon their return. Juniors will be allowed one day per year to visit a college, other post-secondary

institution, or participate in an internship. These visits must be scheduled in advance, and the student must provide proper documentation upon their return.

IMMUNIZATIONS (Board Policy 4.57)

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 ADH.

The District administration is responsible for evaluating the District students' immunization status. The District shall maintain a list of all students who are not fully immunized or who have an exemption from immunization requirements based on medical, religious, or philosophical grounds, as approved by the Arkansas Department of Health (ADH). Students who are not fully immunized according to age-appropriate standards when seeking admission 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; or
- D. Official record from another educational institution in Arkansas.

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

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 that the student is in the process of being age-appropriately immunized, including a schedule of the student's subsequent 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 must receive all age-appropriate vaccinations or submit the required documentation as outlined in number 4 above.

Temporary Admittance:

Students who are not fully age-appropriately immunized or have not yet submitted an immunization waiver may be enrolled; such students shall be allowed to attend school temporarily only. Students admitted temporarily may be accepted for a maximum of thirty (30) days (or until October 1st of the current school year for 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 to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if they submit a copy of either number 2 or number 4 above.

Students in the process must adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician, demonstrating that the student has received the vaccinations outlined in the schedule, may lead to the revocation of the student's temporary admission. 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 immunized, are in the process of being immunized, or are exempt from immunization requirements may be required to be excluded from school to protect themselves and others. ADH shall determine if students must be excluded in the event of an outbreak. Students may be excluded for up to twenty-one (21) days or longer, depending on the severity of the epidemic. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from the ADH.

Students excluded from school are not eligible to receive homebound instruction unless the excluded student has a preexisting IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the student's best interest. 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, the student's absence will be extended for the upcoming week until the student returns to school. The student or the student's parent/legal guardian must ensure that the student's assignments are collected and submitted.

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

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

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

ATTENDANCE REQUIREMENTS FOR DRIVER’S LICENSE

The school shall notify DESE and DFA whenever a student aged fourteen (14) years or older is no longer in school. DFA is required to suspend the former student's operator's license unless they meet specific requirements specified in the statute.

CHECK-IN AND CHECKOUT OF STUDENTS

A student is always checked in or checked out through the office for their protection and to avoid needless interruptions to the classroom. If your child is tardy or returns to school after being checked out during the day, they should check in at the office. A child must not leave the campus without being properly checked out by an adult. A parent MAY NOT call the school and check their child out for lunch. A photo ID is required to check students out.

To complete the elementary school day, it is requested that parents not check out their child after 3:50 without proof of a medical appointment.

Students must have a note from their parents permitting them to engage in activities outside their usual routine after school. (Ex. walk or ride home with a friend if they usually ride a bus.) Students who do not bring a note and whose parents school officials cannot reach will be sent home by their usual means. Leaving school without a proper checkout will be considered truancy. Truant students will be subject to discipline.

Mayflower High School is a closed campus (Board Policy 4.10). If a parent or legal guardian wishes to check a student out for lunch, they must do so by personally checking the student out. **NOTES AND PHONE CALLS WILL NOT BE ACCEPTED.** Students cannot be checked out by phone from 11:15 a.m. to 12:45 p.m.

SECTION 2—STUDENT DISCIPLINE

STUDENT DISCIPLINE (Board Policy 4.17)

The Mayflower Board of Education is responsible for protecting 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, promoting an orderly school environment that respects the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct:

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

The District's administrators may also take disciplinary action against a student for off-campus conduct that occurs at any time and would have a detrimental impact on school discipline, the educational environment, or the welfare of students and/or staff. A student who commits a criminal act while off-campus and whose presence on campus could cause a substantial disruption to the 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 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 Mayflower 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.

INFRACTIONS AND CONSEQUENCES

The minimum penalty for student misconduct will be a verbal warning, and the maximum penalty will be expulsion by the Board or legal action, depending upon the severity and frequency of the misconduct. The range of consequences is as follows:

- Reprimand/Warning
- Parent Contact
- Parent Conference
- Lunch Detention
- Alternative Recess or Loss of Privileges
- Monday School
- In School Suspension (ISS)
- Out-of-School Suspension (OSS)
- Corporal Punishment
- Referral to Alternative Learning Environment
 - To include, but not limited to, a 45-day alternative placement for educational services
- Recommendation for Expulsion
- Counseling
- Citation
- Other

*The principal/designee reserves the right to exercise their discretion based on the frequency and severity of the infraction(s). The principal's judgment will assess penalties for behaviors not covered.

Any school function or field trip designated as a “good behavior” reward will be earned by students who do not receive ISS, OSS, or corporal punishment within the designated reward time frame.

PROHIBITED CONDUCT (Board Policy 4.18)

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;

7. Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student's IEP or 504 Plan;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
21. 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.

The Board directs each school in the District to develop implementation regulations for prohibited student conduct consistent with applicable Board policy, State and Federal laws, and judicial decisions.

Definitions

1. Insubordination

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

- A. Minimum- Reprimand/Parent Conference/Parent Notification
- B. Maximum- Expulsion

2. Disorderly Conduct

Disruptive behavior that interferes with orderly school operations (Board Policy 4.20);

- A. Minimum- Reprimand/ Parent Conference/Parent Notification
- B. Maximum- Expulsion

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

Disorderly activities by any student or group of students that adversely affect the school's orderly educational environment shall not be tolerated at any time on school grounds. Teachers may remove a student from class and send the student to the principal or principal's designee office a student whose

behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's classmates to learn. The school administration will escort out students who refuse to leave the classroom voluntarily.

3. Terroristic Threatening

A student shall not threaten another student, staff member, or campus, thereby causing those individuals to fear imminent physical harm.

NOTE: Threats conveyed with a weapon or involving the use of a firearm shall be reported to the police immediately by the administrator. Also, threats to cause death or serious physical injury or threats to cause bodily injury to teachers or employees are a DI Felony.

- A. Minimum- Conference/Warning/Parent Notification
- B. Maximum- Expulsion

4. Threat, Antagonistic, and/or Provocative Slurs to a Student

Willfully and intentionally threatening to assault or physically abusing any student;

- A. Minimum- Conference/Warning/Parent Notification
- B. Maximum- Expulsion

5. Physical Abuse or Assault on a Student

Physical (touch with the intent to harm) (Board Policy 4.21)

- A. First Offense: 3-Day Suspension
- B. Second Offense: 5-Day Suspension
- C. Third Offense: 10-Day Suspension with Recommendation for Expulsion

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.

Depending on the circumstances and severity of the abuse or assault, the administration reserves the ability to modify the length of the suspension. (Not shorter, But Longer)

6. Verbal Abuse of a School Employee

Harassing, threatening, or inappropriate behavior directed toward any school employee;

- A. Minimum-Suspension
- B. Maximum-Expulsion

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:

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

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

7. Physical Abuse, Threat, or Assault on a School Employee

Willfully and intentionally assaulting or threatening to assault or physically abusing any school employee;

- A. Minimum-Suspension
- B. Maximum-Expulsion

8. Weapons and Dangerous Instruments

Possession of any weapon or object that can reasonably be considered capable of causing bodily harm to another individual or oneself (inclusive of “cutting”) (Board Policy 4.22);

“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 another harmful spray,
- Explosive,
- Taser, or other instruments that use electrical current to cause neuromuscular incapacitation, or
- Any other instrument or substance capable of causing bodily harm.

- A. Minimum-Immediate Collection and Parent Notification
- B. Maximum-Expulsion

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

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

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

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

Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student.

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

The mandatory expulsion requirement for possession of a firearm does not apply to a firearm brought to school to participate in activities approved and authorized by the district that include the use of firearms. 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. Such activities may include ROTC programs, hunting safety, military education, or before- or after-school hunting or rifle clubs.

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.

9. Tobacco, Electronic Nicotine Delivery System, and Related Products

Possession or use of tobacco or any tobacco-related paraphernalia in any form on any property owned or leased by any public school (Board Policy 4.23);

- A. Minimum-Conference/Warning/Parent Notification & Possible Citation Issued by Law Enforcement
- B. Maximum-Expulsion

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. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

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

10. Vandalism/Theft

Willfully or intentionally damaging, destroying, or stealing school property;

- A. Minimum-Conference/Parent Notification/Restitution & Possible Citation Issued by Police
- B. Maximum-Expulsion/Restitution

11. Electronic Communication Devices (Board Policy 4.47)

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;
- 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;

- The student’s bag, as long as they are not reaching into the bag to access it during the school day;
- The student’s locker;
- The student’s vehicle;

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;
- 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.
- The student is enrolled in an endorsed concurrent enrollment course at an institution of higher education, and the use of the personal electronic device is necessary in order to utilize **two-factor authentication** to access course work and resources for the endorsed concurrent enrollment course. The use of the personal electronic device shall be limited to the time necessary to complete the two-factor authentication process.

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; 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.

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.

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. Students have no right of privacy as to the content contained on any personal electronic devices

that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

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:

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.

- A. Minimum- In-School Suspension
- B. Maximum- Suspension

12. Drugs/Alcohol

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 and the possession or use or possession of paraphernalia - including but not limited to any item used to smoke. (Board Policy 4.24);

- A. Minimum-Suspension and/or a Citation Issued by Law Enforcement
- B. Maximum-Expulsion

If a student possesses, is under the influence, or has consumed alcoholic beverages, controlled substances (illegal drugs), use or possession of paraphernalia or other materials prohibited by federal, state, or local laws, or materials presented as illegal substances, they will be suspended for a period not to exceed ten (10) days and may be recommended for expulsion. The local law enforcement officials will be notified.

Prohibited substances shall include, but are not limited to:

- Alcohol, or any alcoholic beverage,
- Inhalants, or any ingestible matter that alters a student's ability to act, think, or respond,
- LSD, or any other hallucinogen,
- Marijuana,
- Cocaine, heroin, or any other narcotic drug,
- PCP,
- Amphetamines,
- Steroids,
- "Designer drugs,"
- Look-alike drugs, or
- Any controlled substance.

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other

perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—STUDENT MEDICATIONS.

Students found in possession of pharmaceutical ingredients or substances presented as illegal drugs (counterfeit drugs) with the intent to use or sell the drugs will be subject to the same disciplinary action as for possession and use of illegal drugs (inclusive of possession in a personal vehicle). They will be suspended for a period not to exceed ten (10) days and may be recommended for expulsion. Local law enforcement officials will be notified.

The student's parents will be notified and informed that the student is being suspended for ten (10) days. Parents will be requested to come to the school to transport the student home. Alternate arrangements must be made with the principal or assistant principal. When a student is suspended and not expelled, the parents will be informed that the student may return to school after serving the suspension by submitting proof that they and the student have made an appointment with an approved counseling agency. The cost of counseling is the responsibility of the student and family.

When a student is suspended but not expelled, the principal will provide a confirming letter for the parents, the student, and the agency to sign. This letter must be presented to the school for the student to re-enter after serving their suspension. It will be the responsibility of the parent(s) to make the initial appointment, obtain the necessary signatures, and a statement from the selected agency confirming that treatment has been prescribed. They will also request that a telephone call be made to the school principal to verify that the student is receiving appropriate counseling and treatment. The parent(s) will be responsible for returning the signed letter to the school, at which time the student may re-enter school.

When a student is suspended but not expelled, the student and their parents will be responsible for attending appointments, counseling sessions, and providing continued notice of these sessions until the counseling agency determines that treatment is complete. When a student is suspended but not expelled, the parent(s) will provide the school with a letter of release and recommendations for the student. Failure of the student and their parents to complete the counseling sessions will result in the student not being allowed to remain in school until the sessions resume.

13. Public Display of Affection

Inappropriate public displays of affection;

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Suspension

14. Cheating

Cheating, copying, forging, or claiming another person's work to be their own;

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Suspension

15. Gambling

Participation in any game of chance;

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Suspension

16. Dress Code

Inappropriate student dress; (Board Policy 4.25)

- A. Minimum-Conference/Warning/Parent Notification/Change Clothing/ISS
- B. Maximum-Suspension

The Mayflower 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.

The Superintendent shall establish student dress codes for the District's schools, to be included in the student handbook, which are consistent with the above criteria.

To accomplish this task, the Board has established the following guidelines for appropriate dress in the Mayflower School District:

Clothes must be worn so that students' backs, midriffs, buttocks, and chests are fully covered with opaque fabric. Students must wear the following:

- A shirt (with fabric in the front, back, and on the sides under the arms), AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts), AND
- Shoes. All students shall wear shoes.

Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may consist of assignment-specific dress. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE).

The principal will determine the dress code for special events, such as graduation, prom, and dances.

Items not allowed include, but are not limited to, the following:

- **Pants**
 - NO gang-related clothing.
 - NO sagging, pajama pants, or sleepwear
 - Students MAY wear fitted pants, including nontransparent leggings, yoga pants, and "skinny jeans."
 - Students MAY wear ripped jeans, as long as underwear and buttocks are not exposed, and holes are not above mid-thigh.
 - Students MAY wear shorts. All shorts must be no shorter than mid-thigh.
- **Shirts**
 - NO see-through blouses or revealing necklines. There should be no cleavage showing.
 - NO shirts that reveal the midriff, including when arms are raised.
 - NO suggestive slogans or hidden meanings; vulgar captions; pictures or advertisements for tobacco or alcoholic products; logos that depict death or violence
 - NO tank tops, halter, "racer-back" tanks, backless, spaghetti strap, or fishnet tops for middle and high school students.
 - NO cat, dog, or any other animal ears or tails are to be worn unless approved for special occasions by the principal.
- **Head Coverings and Shoes**
 - All students shall wear shoes.

- Open-back shoes worn by Elementary students must have straps on them at all times. (NO FLIP-FLOPS)
- Tennis shoes or gym shoes must be worn to participate in P.E.
- NO baseball caps, skullies, du-rags, hats, hoods, sweatbands, sunglasses, combs, picks, curlers, or rakes – male or female.
- NO house shoes.
- NO socks or belts, including belt buckles with drug, racial, or sexual references.
- Blankets, Snuggies, or similar blankets should not be worn at school or wrapped around students.

17. Profanity

Use of vulgar, profane, or obscene language or gestures;

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Suspension

18. Truancy

Absence from school or a class without a parent and/or school authorities' prior knowledge or consent; this includes the time students enter a bus or walk onto school property.

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Suspension *A court referral will be submitted after six truanancies

19. Tardies

Excessive Tardiness;

- A. Minimum: Conference/Warning/Parent Notification/ISS
- B. Maximum: Suspension

20. Discrimination

Engaging in behavior designed to taunt, degrade, or ridicule another person based on race, ethnicity, national origin, gender, or disability;

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Suspension

21. Hazing

Hazing or aiding in the hazing of another student;

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Suspension

22. Gangs or Gang-Related Activities

Activities, including membership in secret societies of any kind, are prohibited on school property. Gang insignias, clothing, throwing signs, or other gestures associated with gangs are not permitted (Board Policy 4.26).

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Expulsion

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

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

1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with

- membership in, or representative of, any gang;
- 2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
- 3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
- 4. Extorting payment from any individual in return for protection from harm from any gang.

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

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

23. Freedom of Speech and Assembly

Students are entitled to express their personal opinions, as long as the rights of others are not violated and provided that the expression does not disrupt the classroom educational process. Obscenities are prohibited. Students may assemble peaceably. To avoid disruption of the educational process, all student meetings must be conducted as part of the educational process or authorized by the principal. Meetings that interfere with the school's operation are prohibited.

- A. Minimum: Conference/Warning/Parent Notification
- B. Maximum: ISS/OSS

24. Sexual Activity

Sexual harassment, sexual activity, or sexual misconduct to include possession of or distribution of pornographic media (Board Policy 4.27);

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Expulsion

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

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to:

- The nature of sexual harassment;
- The District's written procedures governing the formal complaint grievance process;
- The process for submitting a formal complaint of sexual harassment;
- That the district does not tolerate sexual harassment;
- That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

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

1. A District employee:
 - a. Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct; or
 - b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
 - a. Unwelcome; and
 - b. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. Constitutes:
 - a. Sexual assault;
 - b. Dating violence
 - c. Domestic violence; or
 - d. Stalking.

The terms "intimidating," "hostile," and "offensive" include the conduct of a sexual nature that has the effect of humiliation or embarrassment and is sufficiently severe, persistent, or pervasive that it limits the student's ability to participate in or benefit from an educational program or activity.

Within the educational environment, sexual harassment is prohibited between any of the following: students and employees, 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.

Individuals who file a complaint have the right to request that the individual accused of sexual harassment not be informed of the name of the accuser; however, individuals should be aware that making such a request may substantially limit the District's ability to investigate the complaint and may make it impossible for the District to discipline the accused.

Students, or the parents, legal guardians, or other responsible adults of a student, who file a complaint of sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats, intimidation, coercion, or discrimination. The District shall take steps to prevent retaliation. It shall take immediate action if any form of retaliation occurs, regardless of whether the retaliatory acts are by District officials, students, or third parties.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who filed the complaint:

- The final determination of the investigation;
- Remedies the District will make available to the student; and
- The sanctions, if any, imposed on the alleged harasser are relevant to the student.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who was accused of sexual harassment in the complaint:

- The final determination of the investigation; and
- The sanctions, if any, that the District intends to impose on the student.

It shall be a violation of this policy for any student to be subjected to or to subject another person to sexual harassment. Following an investigation, any student found, based on the evidence, to be more likely than not to have engaged in sexual harassment will be subject to disciplinary action, up to and including expulsion.

Students who knowingly fabricate allegations of sexual harassment shall be subject to disciplinary action up to and including expulsion.

Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of sexual harassment shall be subject to disciplinary action up to and including expulsion.

25. Harassment or Bullying

Harassing, verbally assaulting, or inappropriately threatening another student. (Board Policy 4.43)

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Expulsion

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:
 - a. Physical harm to a public school employee or student or damage to the public school employee's or student's property;
 - b. Substantial interference with a student's education or with a public school employee's role in education;
 - c. 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
 - d. 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

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

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

Cyberbullying of School Employees includes, but is not limited to

- A. Building a fake profile or website of the employee;
- B. Posting or encouraging others to post on the Internet private, personal, or sexual information about 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 about 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 the 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 explicitly directed at students or school personnel and is maliciously intended to disrupt 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 occurs 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 academic 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 academic 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 their dignity, and detracts from the safe environment necessary to promote student learning. The Board of Directors will not tolerate it. 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 that, 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 that, 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 practical, following the receipt of a credible report of bullying:
 - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
 - b. Prepare a written report of the alleged incident of bullying.
2. Promptly investigate the credible report or bullying complaint, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, a 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 accurate and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, a person having lawful control of the student, or a person acting in loco parentis of the student who is alleged to have been the perpetrator of the bullying incident:
 - a. That a credible report or complaint of bullying against their student exists;
 - b. Whether the investigation found the credible report or complaint of bullying to be accurate.
 - c. Whether any action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
 - d. Information regarding reporting another alleged bullying incident, including potential consequences of continued bullying incidents;
5. Make a written record of the investigation, which shall include:
 - a. A detailed description of the alleged bullying incident, including, without limitation, a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
 - b. Any action taken as a result of the investigation, and
6. Discuss, as appropriate, the availability of counseling and other intervention services for students involved in the bullying incident.

Students who violate 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 student handbook violations that may have coincided. In addition to any disciplinary actions, the District shall take appropriate steps to mitigate the effects of 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, individuals with lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall receive copies of the notice annually.

The superintendent shall report annually to the Board of Directors on student discipline data, which shall include, without limitation, the number of bullying reports and the actions taken in response to the reported incidents of bullying. Copies of this policy shall be available upon request.

26. Disrupting the Learning Environment

Any behavior that disrupts or threatens the learning environment, including bomb threats, false alarms, inciting a riot, racist comments, etc.

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Expulsion

27. Loitering

Inappropriate entry or assembly on a school campus;

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Expulsion

28. Failure to Identify Self

Upon request, all persons must identify themselves to the proper school authorities within the school building, on school grounds, or at school-sponsored events.

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-In School Suspension

29. Computer Usage

Students who violate this policy will be subject to disciplinary action, depending on the severity of the infraction. Infraction(s) may permanently deny internet or computer access. (Board Policy 4.29)

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Suspension

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.

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.

30. Subversive Behavior

Students are expected to conduct themselves in a manner that demonstrates good order and discipline, including any behavior not explicitly listed.

- A. Minimum-Conference/Warning/Parent Notification
- B. Maximum-Expulsion

30. Hate Speech

Behavior that encourages, promotes, or displays actions that are considered to express "hate" towards a person based on their race, religious beliefs, gender, sexual orientation, or personal beliefs will not be tolerated.

- 1st Offense: 1-day suspension
- 2nd Offense: 3-day suspension
- 3rd Offense: 5-day suspension

Offenses for "hate/racist" comments can include an assignment related to teaching tolerance and acceptance of others. The maximum offense will consist of a recommendation for expulsion.

CORPORAL PUNISHMENT (Board Policy 4.39)

The Mayflower School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or the superintendent's designated staff members who are required to have a state-issued license as a condition of their employment or who are an administrator or teacher employed under a waiver from licensure.

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

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

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.

IN-SCHOOL SUSPENSION (ISS-Grades 2-12)

At times, instead of an out-of-school suspension, in-school suspension may be assigned by the building administration for students in grades 2-12. ISS rules are as follows:

- When assigned to ISS, the student will report to the ISS Building, located behind the high school, daily, between 7:30 AM and 7:45 AM. Tardiness is not acceptable.
- The student will report to ISS with the necessary binders, worksheets, paper, pens, books, and other required materials. Students will not be permitted to visit their lockers during the day.
- The ISS teacher will assign each student to a specific seat while in ISS. Any change in seating will be at the teacher's discretion.
- The student will sit upright at their desk. The student will not place their head on the desk or appear to be sleeping.
- If a student has a question for the ISS teacher, they should raise their hand and wait for the teacher to approach their desk, then be permitted to speak. Students are expected to remain silent, refrain from making noises, and stay seated without permission otherwise.
- No gum or snacks are permitted in ISS.
- No drawing is permitted in ISS unless it is specifically related to an assigned task.
- The teacher will distribute work assignments to the students. The student will begin working immediately and continue until the assignment is completed or the teacher takes up their work. The student should indicate that the work is done by raising their hand. The student will complete all assignments given by the ISS teacher, even if their classroom teacher has not assigned them. If the student did not put forth their best effort on the assignment, the ISS teacher would return it to the student to rework.
- No communication is allowed between any other student, including students entering the room and students passing in the hallways while in ISS. This includes talking, passing written notes, maintaining eye contact, and other nonverbal cues.
- If the student prefers to bring their lunch, it is acceptable. For those who do not bring lunch, lunch will be delivered from the cafeteria.
- Restroom breaks are at 10:00 AM and 1:30 PM (unless otherwise indicated by the teacher). Students will be lined up and permitted to use the restroom and drink one at a time. No communication is allowed between students during this time.
- Students will not intentionally mark the desk, wall, or bulletin board. This is considered vandalism.
- If a student is asked to be removed from ISS, the remainder of the student's suspension will be treated as an out-of-school suspension, and the remaining time in ISS will be completed upon their return.
- During the period of their in-school suspension, students serving in-school suspension may attend or participate in any after-school school-sponsored activities.

SUSPENSION FROM SCHOOL (Board Policy 4.30)

Students who are not present at school cannot benefit from the educational opportunities that the school environment affords. Administrators, therefore, should strive to find ways to keep students engaged in the educational process as participants in the school. There are instances, however, when the needs of other students or the interests of maintaining an 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 not

to exceed ten (10) school days, including the day 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 which:

1. Violates school policies, rules, or regulations;
2. Substantially interferes with the safe and orderly educational environment;
3. School administrators believe it will substantially interfere with the safe and orderly educational environment; and/or
4. It 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 themselves or others;
- B. Causes a severe disruption that cannot be addressed through other means; or
- C. It is the act of bringing a firearm onto a 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:

- A. The student shall be given written notice or advised verbally of the charges against them.
- B. If the student denies the charges, they shall be informed of the evidence against them and be allowed to present their version of the facts; and
- C. If the principal finds the student guilty of misconduct, they may be suspended.

When possible, a 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), a person(s) with lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older before the suspension. Such notice shall be handed to the parent(s), legal guardian(s), a person(s) with 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 a hearing should precede the student's removal from school; however, if prior notice and a hearing are not feasible, as when the student's presence endangers persons or property or threatens disruption of the educational process, then immediate removal from school is permitted. In that case, the necessary notice and hearing should follow as soon as practicable.

It is the responsibility of a student's parent or legal guardians, person(s) with lawful control of the student, or person(s) 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(s) with lawful control of the student, person(s) 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. A primary call number (The contact may be by voice, voice mail, or text message)
- B. An email address
- C. A regular first-class letter to the last known mailing address

The district shall maintain a log of contacts attempted and made with the parent or legal guardian, person(s) with lawful control of the student, or person(s) 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 their suspension period, students serving out-of-school suspensions shall not be permitted on campus, except to attend a conference with a student, parent, or administrator.

Suspensions initiated by the principal or their designee may be appealed to the Superintendent but not to the Board. Suspensions initiated by the Superintendent may be appealed to the Board.

STUDENTS STAYING AFTER SCHOOL

Students who are requested to stay after school by a school employee for a school-sponsored activity are the responsibility of the supervising school employee. Students cannot stay after school for any reason without adult supervision.

EXTRACURRICULAR ACTIVITIES DURING SUSPENSION

During their suspension, students serving out-of-school suspension shall not attend any school-sponsored activities during the imposed suspension period, nor shall they participate in any school-sponsored activities. Suspensions initiated by the principal or their designee may be appealed to the Superintendent but not to the Board. Suspensions initiated by the Superintendent may be appealed to the Board.

EXPULSION (Board Policy 4.31)

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

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

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

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

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

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

The President of the Board, Board attorney, or other designated Board member shall preside at the

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

During the hearing, the Superintendent, or designee, or representative will present evidence, including the calling of witnesses, who gave rise to the recommendation of expulsion. The student, or his/her representative, may then present evidence including statements from persons with personal knowledge of the events or circumstances relevant to the charges against the student. Formal cross-examination will not be permitted; however, any member of the Board, the Superintendent, or designee, the student, or his/her representative may question anyone making a statement and/or the student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.

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

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

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

SEARCH, SEIZURE, AND INTERROGATIONS (Board Policy 4.32)

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

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

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

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

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

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

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

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 stimuli;
- Withholding meals, and
- Denying reasonable access to toileting facilities.

"Behavioral intervention" refers to implementing a service, support, or strategy to teach and increase appropriate behavior, or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes a student's learning.

"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 an 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;
- 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 drugs 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 themselves or others.

"Crisis intervention" refers to implementing a service, support, or strategy to immediately stabilize a crisis and prevent it from recurring after the crisis has ended.

"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 threat of serious physical harm to the student or others.

"Emergency" refers to a sudden and unexpected situation that requires immediate action and poses a danger.

"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
- Determining why a specific problem or situation is occurring, to link a strategic intervention to an assessment directly, and to solve or resolve the particular issue or concern.

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

"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 intended during the transport of a student in a moving vehicle.

"Physical escort" refers to temporarily touching or holding a student's hand, wrist, arm, shoulder, or back to redirect them to a safe location.

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

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

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

"Prone restraint" refers to restraining a student in a face-down position on the floor or another surface and applying physical pressure to the student's body to maintain 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" refers to the restraint of a student in a face-up position on the floor or another surface, with physical pressure applied to the student's body to maintain the supine position.

Positive Behavioral Supports

The District shall implement positive behavioral supports to be used at

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

The District's positive behavioral support shall include

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

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

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

Problem-Solving and Intervention Team

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

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

- A. Work with the teachers of a student to complete an FBA of the student and an assessment of any problematic situations involving the student;
- B. Consider the need for a BIP to prevent or resolve the social, emotional, or behavioral difficulty of the student and develop a response that will de-escalate and stabilize a potential emergency that approaches the danger level; and
- C. Regularly review the data on incidents involving the use of physical restraint on students and adjust, as necessary, the procedures concerning the use of physical restraint on students.

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

Physical Restraint

Except in the case of an unavoidable emergency in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency, 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 they are under physical restraint.

Physical restraint of a student shall only be used for a limited period 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 the 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, the act of damaging property 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 necessary to ensure the safety of 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 when the physical restraint was used.

The use of physical restraint as a planned behavioral intervention on a student shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or any other individual planning document. Still, it may be considered 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 students. A complaint shall be referred for review to the appropriate school personnel:

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

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student. Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

Reports and Debriefing

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

The student's parent shall be notified of the incident involving the use of physical restraint via verbal or electronic communication as soon as possible, but no later than the end of the school day on which the incident occurred if the student's parent cannot be notified via verbal or electronic communication within twenty-four (24) hours after the incident occurred. 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 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 report's completion.

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

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

The purpose of the debriefing meeting shall be to

- Determine whether the procedures used during the incident were necessary.
- Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
- Evaluate the school district's positive behavioral supports system and prevention techniques 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 when the incident occurred:
 - Reevaluate the training needs of school personnel.
 - Reevaluate the physical restraint policy and practices.
 - Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including, without limitation:
 - a. The concerns of the student's parent;
 - b. The student's social and medical history;
 - c. The student's FBA, if one exists, and
 - d. The student's BIP, if one exists;
2. Consider relevant information from the teachers, parents, and other District professionals.
3. Discuss whether positive behavior supports were appropriately implemented.
4. Discuss the duration and frequency of the use of physical restraint on the student.
5. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint.
6. Consider whether additional intervention and support are necessary for the student.
7. Consider whether additional intervention and support are required for school personnel; and
8. Consider how and when to debrief a person who was not present at the debriefing meeting, including, without limitation:
 - a. The student;
 - b. The student's parent, and
 - c. Other school personnel or students who witnessed the incident.

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

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

SECTION 3—ACADEMICS

As the faculty and administration continually strive to improve academic standards at Mayflower School District, the cooperation of students and their parents or legal guardians is essential. Students must take responsibility for their education and realize that their achievements reflect their efforts in and out of the classroom. Parents and legal guardians can support such efforts by ensuring students complete their homework, study to the best of their ability, and maintain regular contact with their teachers. Together, we can help each student reach their highest potential.

GRADING

Parents or legal guardians shall be kept informed concerning their student's progress. Parent-teacher conferences are encouraged and may be requested by parents, legal guardians, or teachers. If a student's progress in a subject is unsatisfactory, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and develop a remediation plan cooperatively with the parents, which may enhance the student's probability of succeeding. The school shall also send timely progress reports and issue grades for each grading period to inform parents or legal guardians of their student's progress.

Evaluating each student's performance regularly provides parents/legal guardians, students, and the school with information to help improve academic performance. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

A child's grades in foster care shall not be lowered due to an absence from school, due to:

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

The grading scale for students in Grades 5-12 shall be as follows:

A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 and below

To determine grade point averages, the numeric value of each letter grade shall be:

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

“Accelerated learning” means an organized method of learning that enables a student to meet individual academic goals and graduation requirements while pursuing higher levels of skill development, including without limitation the following coursework:

1. A College Board Pre-Advanced Placement and Advanced Placement (AP) course;
2. An International Baccalaureate (IB) Diploma Programme course;
3. A Cambridge Advanced International Certificate of Education course;
4. A concurrent credit course; and
5. A substantively similar course or program approved by the Division of Elementary and Secondary Education (DESE).

The grade point values for accelerated learning courses shall be one (1) point greater than for regular courses, with the exception that an F shall still be worth zero (0) points.

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district, multiplied by the transferred grade from outside the district, plus the percentage of days in the grading period spent in the district, multiplied by the grade earned in the district.

For example, the grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school, which was earned over the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days, while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus, the final grade would be $(0.25 \times 83) + (0.75 \times 75) = 77\%$.

KINDERGARTEN-FOURTH GRADE REPORTING

Kindergarten through fourth-grade students will receive grade reporting aligned to the State Standards adopted by the State of Arkansas. Grading period report cards will reflect each quarter's knowledge, skill, and disposition expectations using the performance-based rubric. The level of student performance will be indicated next to each expectation:

Key for Performance Levels		
4	Exemplary	The student consistently demonstrates an above-grade-level understanding of concepts, skills, and processes taught during this reporting period.
3	Proficient	The student demonstrates an understanding of the concepts, skills, and processes taught during this reporting period.
2	Developing	The student is not yet consistently demonstrating an understanding of the concepts, skills, and processes taught during this reporting period.
1	Emerging	The student does not demonstrate an understanding of concepts, skills, and processes taught in this reporting period. The student is performing significantly below grade-level expectations.
NA	Not assessed	Not assessed this reporting period.
Note: The goal is for all students to achieve Level 3 (Proficient) by the end of the year.		

CLASS CREDIT (5-12)

Students must comply with the attendance policy, meet all course requirements, and earn a passing grade (at least 60%) to receive credit for the course. All coursework will be included in the GPA calculation, including all grades of classes that are repeated. Music, physical education, and art will be graded.

Class credit may also be earned for community service work. A student may receive one credit to apply toward graduation for seventy-five (75) hours of community service work accumulated in grades 9-12.

Only one credit may be earned in this fashion. The community service must meet DESE guidelines and be documented by the agency or organization for which the service is done. This documentation will be kept on file in the school counselor's office.

It is also possible for students to earn class credit for college courses. Mayflower High School students may enroll in college courses at their own expense and receive college and high school credit upon completing such courses. Interested students should contact the Office of Admissions at the college of their choice for information regarding admission requirements.

A student may earn a maximum of two credits through correspondence courses. The school counselor will set a reasonable completion date for students to complete their correspondence course. It is the student's responsibility to monitor their progress toward achieving the goals of any correspondence course.

SCHEDULE CHANGES

Schedule changes can significantly impact each student's schedule, report card, records in eSchool, including grades and attendance, as well as the class size of the course into which they are transferring. Decisions about the number of sections per department are made in the spring based on students' course selections during registration. Each student is registered individually and given ample opportunities to make their schedule choices. Students are expected to enroll in the classes they selected at that time.

- During the first five days of each new semester, elective courses may be requested for change IF there is room in the course the student desires to add. Forms can be obtained from the School Guidance Counselor.
- Students enrolled in a full-year course will remain in that course for the whole year. The only exception to dropping a year-long course that is not considered a required course is at the end of the first semester for a failing first-semester grade (or a "D" with teacher recommendation). Forms can be obtained from the School Guidance Counselor.
- Teachers will consider Pre-AP or credited course changes into a regular class during the first five weeks of each school year and at semester, with all the following requirements:
- Grade of less than 70 percent;
- A parent-teacher-student conference has been held to discuss strategies for the student to succeed in the current class.
- Space is available in the regular class.
- Principal approval is obtained.
- Teachers cannot be selected; all teachers will work hard to ensure the success of each student, and students are expected to work hard to achieve success with the schedule they receive.
- Changes in or out of Athletics will be made during the first five days of each new nine-week period. If possible, students who are released from or choose to quit a sport will be moved to a new class. If not, they will remain in the care of the assigned coach until the start of the next nine weeks, and a schedule change has been issued. Forms can be obtained from the School Guidance Counselor.
- Athletic Handbook 4.2.3 – If a student-athlete chooses to quit a sport in-season, the athlete will not be allowed to join another athletic sport until the original sport's season is completed or wait 30 calendar days. (Students with coaches' approval may try a sport for ten days with no penalty.) Coaches, at their discretion, may release a student from a sport at any time without penalty.
- The administrative office reserves the right to adjust schedules as necessary, but will strive to coordinate changes with the start of each grading period. Changes may be due to changes in a master schedule, severe and repetitive conduct issues, and/or IEP or 504 placements.
- Students must always attend the classes on their schedule until receiving an official schedule from the counselor reflecting the new class(es).

CLASSIFICATION OF STUDENTS (9-12)

Freshman- fewer than five and a half (5.5) credits completed

Sophomore- must have earned eleven (10) or more credits

Junior- must have earned sixteen and a half (16.5) or more credits

Senior- must have earned seventeen (17) or more credits

ACCELERATED LEARNING

Students who take accelerated learning courses or honors courses approved for weighted credit by the 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

To determine grade point averages, the numeric value of each letter grade shall be

A = 5 points

B = 4 points

C = 3 points

D = 2 points

F = 0 points

Students taking AP courses shall receive weighted credit as described in this policy. Credit shall be given for each grading period during the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable AP exam. Students who do not complete the entire AP course and/or the appropriate AP exam shall receive the same numeric value for the grade they receive in the course as if it were an AP course. Students who transfer into the district will be given weighted credit for Advanced Placement courses or honors courses approved by the DESE, as well as concurrent college courses taken for weighted credit at their previous school(s), according to the scale. There is no weighted credit for Pre-AP courses.

Note: The AP Rules (3.06) stipulate that students must take the applicable AP exam to receive weighted credit for the course. Because the state now covers the total cost of the AP exams, and the student's score on the exam does not impact their grade for the course, students can reasonably be expected to take the test. By standardizing the timing of awarding weighted credit across Arkansas, all students will be on a level playing field regarding their GPAs for college applications. If a student signs up to take an AP exam and one was ordered for them, the student will be expected to take the exam. If the student does not take an AP test after it is ordered, the student's parents or guardians will be responsible for the cost of the AP exam.

HONOR GRADUATE REQUIREMENTS

To be classified as an Honor Graduate from Mayflower High School, a student must meet the following requirements:

- Meet Graduation Requirements following the Smart Core Curriculum
- Take at least 2 Accelerated Learning classes
- Have at least a 3.50 Grade Point average

Valedictorian and Salutatorian Eligibility

- Must meet the Honor Graduate requirement
- Valedictorian - Has the highest GPA in graduating class (to the one-hundredth place)
- Salutatorian - Has the 2nd highest GPA in the graduating class (to the one-hundredth place)

Students must be enrolled in the Mayflower School District for four (4) consecutive full semesters to be eligible for Valedictorian or Salutatorian.

Ties will be awarded.

GRADUATION PARTICIPATION REQUIREMENTS

To participate in graduation exercises, seniors must complete ALL course requirements and secure a designated number of required credits with passing grades. All school uniforms and outstanding balances must be paid before the morning of graduation practice. Graduation participants must attend graduation practice. Dress requirements must be fulfilled. Failure to follow the outlined school policies and directions provided by school staff may result in not being issued a diploma certificate.

EARLY GRADUATION

Students interested in graduating early should contact their counselor by May 1 of their sophomore year. A conference will be held with the student, the student's parent or legal guardian, the student's counselor, and the high school principal to review the request. Students must agree to and meet all Mayflower School District graduation requirements. Requirements for graduation may be completed in less than four years. To graduate early, a student will need to take 1 or 2 courses through an approved correspondence program and/or post-secondary educational institution.

CONCURRENT CREDIT (Board Policy 4.44)

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.

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 or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student shall not be responsible for tuition, fees, or materials for participation in a concurrent credit course, unless a student drops a concurrent credit course after the last day established. In that case, the student's parents or guardians will be responsible for the cost of the concurrent credit course.

ATTENDANCE REQUIREMENTS FOR POST-SECONDARY CONCURRENT CREDIT COURSES

Students in grades nine through twelve (9-12) are required to schedule and attend at least 450 minutes of regularly scheduled class time daily. Part of this requirement may be met by students taking post-secondary courses. Eligible students' enrollment and attendance at a post-secondary institution shall count toward the required weekly time of school attendance. Each credit hour shall be equivalent to three (3) hours of attendance time. This means a three (3) hour course shall count as nine (9) hours of the weekly-required time of attendance.

Extracurricular Classes

Students may be assigned to no more than one (1) class period each day for organized and scheduled student extracurricular classes that the student shall be required to attend and participate in for the whole class period. Extracurricular classes related to a seasonal activity shall meet for an entire semester, whether or not the season ends before the end of the semester. Students must attend and participate in the class for the whole semester to receive course credit. For this policy, extracurricular classes are defined as school-sponsored activities that are not DESE-approved courses, do not count toward graduation requirements, or have not been approved by DESE for academic credit. Such classes may include special interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities.

Course Enrollment Outside of District

Enrollment and attendance in vocational-educational training courses, college courses, school work programs, and other department-sanctioned educational programs may be used to satisfy the student attendance requirement, even if the programs are not located at the public schools. Attendance in such alternative programs must be approved in advance by the school's administration. The district shall strive to assign students who have been dropped from a course of study or removed from a school work program to an alternative placement or course of study during the same semester. If a subsequent placement cannot be made, the district may grant a waiver for the student for the semester in which the placement is not feasible.

In rare instances, students may be granted waivers from the mandatory attendance requirement if they would experience proven financial hardships if required to attend a full day of school. For this policy, proven financial hardship is defined as harm or suffering caused by a student's inability to obtain or provide basic life necessities, including food, clothing, and shelter, for the student or the student's family. The superintendent shall have the authority to grant such a waiver on a case-by-case basis only when convinced that the student meets the definition of proven financial hardships.

If a provision of a student's Individual Education Plan (IEP) conflicts with a portion of this policy, the IEP shall prevail.

4.45—GRADUATION REQUIREMENTS FOR THE CLASS OF 2026 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 process 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:

- 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 who are required to be licensed as a condition of their employment regarding this policy. The district’s annual professional development shall include the training required by this paragraph.

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation outlined 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 two (2) units to graduate for a total of twenty-four (24) units. The additional required units may be taken from any electives offered by the district. 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 to graduate.

Students must be trained in quality psychomotor skills, including cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs), to be eligible for graduation.

Digital Learning Courses

The District shall offer one or more digital learning courses through one or more District-approved providers as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format.

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 (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

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

Social Studies: three (3) units

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

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

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

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

Economics – one-half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half ($\frac{1}{2}$) unit

CAREER FOCUS: - Six (6) units

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

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

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.

PUPIL/CLASS ASSIGNMENTS (K-4)

To provide heterogeneous class rosters for each teacher and ensure a balanced learning environment for each student, class placement will be made according to the following procedure.

Building administration is ultimately responsible for assigning students to classrooms. The principal works with teachers and parents to make decisions in the best interest of each child. Interested parents have the opportunity to complete a student learning inventory for their child, which helps the principal make informed decisions. As closely as possible, each teacher has an equitable distribution of boys and girls, students from different racial backgrounds, students with special needs, and students from each level of progress. Rosters are posted no earlier than three (3) days before the first day of school. **Final decisions regarding student placement are at the building level and are not subject to appeal.**

HONOR ROLL/PRINCIPAL'S HONOR ROLL (K-4)

MES has an Honor Roll designed to recognize growth and achievement. K-2 students are awarded a reading and/or Math certificate for meeting or exceeding their growth goals when comparing NWEA Fall to Winter and Fall to Spring scores. In addition, students are awarded the Principal's Honor Roll for being categorized as Ready or Exceeding in reading and/or math on the NWEA Winter and/or Spring assessments.

Growth and proficiency awards in grades 3-4 will be based on the state's periodic ATLAS assessments.

HONOR ROLL/PRINCIPAL'S HONOR ROLL (5-12)

MMS and MHS have an Honor Roll designed to recognize academic excellence. This consists of an A/B Honor Roll (3.0-3.99) and an All A Honor Roll. (4.0) Any parent or student who does not want to have the student identified as an honor student shall submit a written request to the principal stating that the student not be identified. This request must be submitted at least one week before the end of the grading period.

STUDENT ACCELERATION (Board Policy 4.54)

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

Generally, acceleration can occur through one of two broad categories: content-based acceleration and grade-based acceleration. Grade-based acceleration reduces the number of years a student would otherwise spend in K-12 education, whereas content-based acceleration occurs within the standard K-12 time frame. Either form of acceleration can be triggered by a request from a parent or legal guardian, a student, or a community member, or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator shall convene the Acceleration Placement Committee and 63 communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision, which shall include the student's parents or guardians.

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

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

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

PROMOTIONS/RETENTIONS /REMEDICATION (Board Policy 4.55)

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.

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.

Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services (DYS) education system 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. Suppose there is doubt concerning the promotion or retention of a student or their required retaking of a course. In that case, a conference shall be held before a final decision is made that includes the following individuals:

- A. The building principal or designee;
- B. The student's teacher(s);
- C. School counselor;
- D. A 504/special education representative (if applicable); and
- E. The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

The conference will be held at a time and place that best accommodates the participants. 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.

STUDENT SUCCESS PLANS (SSP)

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

- Statewide student assessment results,

- Subject grades,
- Student work samples,
- 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:
 - a. Phonemic awareness;
 - b. Phonics decoding;
 - c. Text reading fluency;
 - d. Vocabulary-building strategies; and
 - e. Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;
3. How the student's progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student may receive;
5. The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

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

- Of the content of their child's independent reading plan and progress on the independent reading plan throughout the year; and
- 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:
 - a. 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
 - b. 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:
 - i. With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or

- ii. 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:
 - a. 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
 - b. 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:
 - i. With a highly-effective rating in the Teacher Excellence and Support System, when possible; or
 - ii. Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and
3. Provision of each student with extended time on math instruction during or after school.

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

By the end of grade eight (8), the student’s SSP shall:

- Guide the student along pathways to graduation;
- Address accelerated learning opportunities;
- Address academic deficits and interventions; and
- Include college and career planning components.

Based on a student’s score on the college and career assessment:

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

A student’s SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student’s selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student’s SSP annually and to revise the student’s SSP as necessary to identify the courses to be taken each year until all required core courses are completed. Part of the review shall include an explanation of the possible impacts the

revisions to the plan might have on the student's graduation requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student's diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created:

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

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

SEMESTER EXAMS (5-12)

Semester exams will be comprehensive, encompassing the learning that should have occurred during the semester.

As a reward for good attendance and academic performance, some students may be exempted from semester exams provided the following criteria are met. ABSENCES ARE COUNTED UP TO THE FINAL NON-TEST DAY.

- Students must have an "A" semester average in a particular class and no more than three (3) absences per semester for that class.
- Students must have a "B" semester average in a particular class and no more than two (2) absences per semester for that class.
- Students must have a "C" semester average and no more than one (1) absence per semester for that class.
- A student must not have been assigned Out-of-School Suspension, In-School Suspension, corporal punishment, or more than three infractions resulting in Detention during the semester to receive an exemption.

- An exempted student will not be required to take the semester exam to establish the final semester grade. If a student qualifies for the exemption and chooses to take the final test, their grade will not be negatively affected by the exam.
- All excused and unexcused absences will count as an absence toward semester exam exemptions unless it is a school-approved activity.
- Students who owe money, uniforms, library books, or other class materials will not be exempt from semester exams.

HOMEWORK

Homework is considered part of the District's educational program. Assignments should be an extension of the teaching and learning experience that promotes the student's academic development. As an extension of the classroom, homework must be planned and organized, and should be viewed by the students as purposeful.

Teachers should be aware of the potential problems students may face when completing assignments from multiple teachers and varying the amount of homework they assign from day to day. Parents shall be notified of this policy at the beginning of each school year.

The Mayflower School District believes homework is essential to student learning and achievement. Students must be encouraged to actively participate in learning and take responsibility for their progress and achievement both at home and at school. Assignments are a necessary part of the total instructional program, which allows students extended time to master basic skills, concepts, and learning objectives. Homework in the Mayflower School District will:

1. Extend the learning and curriculum of the classroom.
2. Relate directly to the current learning objectives that were thoroughly taught in the classroom.
3. Be on the appropriate level for the student.
4. Be explained by the teacher so students understand.
5. Checked and monitored by the teacher promptly.
6. Encourage students to develop skills for lifelong learning and independent study.

Work assigned as a classroom task and left unfinished during class time may be assigned as homework at the teacher's discretion. The amount of homework depends on the child's developmental level. Homework is most effective in the following amounts: grades K-2, no more than 20 minutes a day; grades 3-6, no more than 60 minutes a day; and grades 7-12, up to 60 minutes a day.

REFERRALS FOR SPECIAL SERVICES (Board Policy 4.49)

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.

The district intends 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 considered disabled within the meaning of Section 504 of the Rehabilitation Act, even if they do not require services under 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.

ALTERNATIVE LEARNING ENVIRONMENTS (Board Policy 5.26)

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE **shall not** be punitive in nature.

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate);
 - The District shall document its efforts to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to schedule a meeting or a phone call for a placement meeting at the convenience of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis, and maintain such documentation in the student's Student Action Plan (SAP).
- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

Students who are placed in the ALE shall exhibit at least two (2) of the following characteristics:

1. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
2. Abuse: physical, mental, or sexual;
3. Frequent relocation of residency;
4. Homelessness;
5. Inadequate emotional support;
6. Mental/physical health problems;
7. Pregnancy;
8. Being a single parent;
9. Personal or family problems or situations;
10. Recurring absenteeism;
11. Dropping out from school; or
12. Disruptive behavior.

A student removed from their ALE Placement may be suspended for 10 days with a recommendation for expulsion.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the Division of Elementary and Secondary Education (DESE) Rules.

SECTION 4—STUDENT SERVICES

TRANSPORTATION REGULATIONS FOR STUDENTS (Board Policy 4.19)

The purpose of the Mayflower School District Transportation Department is to provide the safest and most efficient transportation possible for students who are transported between their homes and schools. Students and parents/legal guardians are asked to read these regulations carefully. They must be followed if the district is to provide safe and efficient transportation for its students.

Suspension: Loss of bus riding privileges or other disciplinary sanctions may be imposed when students violate the regulations outlined as follows:

Meeting the Bus

- Arrive at the bus stop before the scheduled arrival time.
- Try to be on the proper side of the road while you wait, even if you must cross the street or road to enter the bus.
- Wait until the bus has come to a complete stop and the driver has given you directions before crossing a street to enter the bus.
- Never push or shove while standing in line or loading.
- Respect the property rights of others while waiting for the bus. Don't litter or make unnecessary noises. Don't gather under carports, on porches, or on lawns without permission.
- Stand back at least ten (10) feet from the bus stop and do not approach the bus until it has come to a complete stop and the door is open.

Entering and Exiting the Bus

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

Riding the Bus

- Ride ONLY the bus to which you are assigned. Visitors are not allowed to ride buses.
- Obey the instructions and directions of the driver. Students are under their supervision. The driver will report violations to the school principal.
- Do not distract the driver's attention or disturb other riders on the bus. This rule means students must remain reasonably quiet while on the buses.
- Remain seated while the bus is in motion or stopped, unless the driver instructs otherwise.
- Legs and feet should not be in the aisle.
- Please keep all books, lunches, coats, and other items out of the bus aisle.
- Knives, firearms, sharp objects, clubs, pets, or other animals are not allowed on a school bus.

Emergency Evacuations

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

- If the exit is through the front door, students sitting in the front seat to the left of the aisle will move out first, followed by those in the right front seat, and the process will continue in this manner until all seats are emptied.

- If the exit is through the rear emergency door, those students sitting next to the aisle will leave first, beginning with those students in the rear of the bus.
- If a rapid exit is necessary and it is possible to exit from both doors, students in the rear half of the bus should move out the back, and those in the front half of the bus should move out the front door.
- In the event of an accident resulting in injury, individuals should be moved only under the supervision of competent medical personnel.
- If the bus should be overturned, students are to move immediately off the roadway to a safe distance from traffic. They should NOT cross the road unless instructed by the driver.
- In the event of a tornado or other natural disaster, students should follow the bus driver's instructions regarding emergency procedures.

School Bus Rules

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

Consequences

If students are written up on the bus, they will receive consequences based on the frequency and severity of their write-ups.

- A. Minimum: Warning and parent notification
- B. Maximum: Denial of bus privileges

Severe Clause: Students who distract a bus driver from their responsibility of safely driving the bus or who engage in conduct endangering other students, such as but not limited to fighting, smoking, or disrespect toward the driver, will receive an immediate bus suspension from riding the bus. The driver may temporarily suspend students if a severe infraction occurs. Suspension time for a severe infraction could result in the denial of bus riding privileges for the remainder of the school year.

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

CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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

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

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices.

A school bus driver shall not operate the bus until all passengers are seated.

Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, as well as suspension or termination of the student's bus transportation privileges. Transporting

students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

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

1. The Superintendent or his designee shall annually establish the routes and may modify them as needed.
2. Students residing on an established route can ride the bus to school.
3. The District will meet all federal requirements for students with disabilities.
4. Possible disciplinary measures will be considered when considering the student's eligibility to ride the bus.

CAFETERIA/FOOD SERVICES

Parents must complete a free and reduced lunch form for the 2025-26 school year. Forms must be completed and turned in before October 1st. Any money owed by the student will be charged to their account. Parents and guardians are responsible for meal charges if students do not qualify for free and/or reduced meals.

Mayflower School District participates in the National School Lunch Program and serves meals throughout the school year.

Mayflower School District serves two meals per day. All students are encouraged to eat in the cafeteria. Breakfast starts at 7:15 AM and finishes at 7:40 AM. Second-chance breakfast will be served daily on each campus. Lunch is served daily between 10:45 AM and 1:11 PM. All families are encouraged to go to the district website at mayflower.school to complete the 2025-26 meal application.

Application for the federal lunch program may be made at any time during the year if income situations change. For a more secure and private application process, visit mayflower.school to complete a current meal application..

Applications are available online or at the Central Office throughout the year. Parents may choose to send lunches with their children if they wish. Students are not allowed to share items brought from home or a restaurant with another student. Parents are encouraged to come to school and have lunch with their children. Parents and visitors must sign in at the front office and obtain a visitor's badge before visiting the cafeteria to meet their students. Elementary students should not have carbonated beverages in their sack lunches from home. Menus for the week are available on the school district website. You may download an app called School Menus or use the QR Code from the school website to obtain menu information. Students are encouraged to bring breakfast and/or lunch money for the entire week on Tuesday.

Meal prices

Mayflower School District approved Provision 2, which allows students to eat a reimbursable meal at no cost to the student.

<u>Campus</u>	<u>Breakfast</u>	<u>Lunch</u>	<u>Extra Milk</u>
Elementary	no cost	no cost	\$0.75
Middle School	no cost	no cost	\$0.75
High School	no cost	no cost	\$0.75

Adult/Visitor	\$2.50	\$4.00	\$0.75
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Students must have money in their accounts to purchase extra milk.

A la carte and milk purchases may not be made to a student's lunch account. Money can be put on a child's account for à la carte purchases this year. A positive balance must be in the student's account to buy à la carte using the account. A la Carte may also be purchased with cash. If a parent does not want a child using their lunch account for a la carte, you can contact the Food Service Director at 470-0506 or drutledge@mayflowerschools.org to request a block on the account.

Families may register on family.titank12.com to keep up with their child's balance. This system will send text messages or emails to families when the balance becomes negative. Families can make payments using this system, subject to a convenience fee for the payment. There are several ways to make payments without using the website: give directly to the cafeteria manager, the food service director at the administration office, or the elementary school classroom teacher through the child's folder. The same general rules for behavior apply in the cafeteria as in the classroom. Students can whisper in line and are to keep their hands, feet, and food to themselves. Classes, teams, and grade levels will sit together. Students may leave their tables when excused.

SCHOOL MEAL MODIFICATIONS (Board Policy 4.50)

The district only provides modified meal components on menus to accommodate students with a disability. A parent/legal guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition1 a medical statement completed by a State-licensed healthcare professional, which includes:

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

The medical statement should include

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

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

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

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

FOOD REMOVAL FROM FOOD SERVICE AREA (Board Policy 4.58)

No student shall remove school-provided food items from the food service area at the end of the meal period, especially milk, juice, and other items requiring temperature-controlled environments. Except for food service workers, as required by their job duties, District employees may only remove school-provided food items for students from the food service area when needed for a 504 plan or a student's IEP.

HEALTH SERVICES

Communicable Diseases

The School Board reserves the right to remove or exclude any student whose physical condition interferes with his ability to learn or expose other students to communicable diseases. Communicable disease control procedures regarding removal from school and readmission will be maintained in cooperation with the ADH and the Faulkner County Department of Health. The Disease Control Guide for schools, prepared by the DESE, will be available in all health rooms.

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

A protocol for communicable diseases will be prepared and disseminated by the District health nurse. Students with infectious diseases or parasites must demonstrate respect for their peers by not attending school while they are contagious. In some instances, a letter from a healthcare provider may be required before the student is readmitted to the school.

District Wellness Policy

The Mayflower School District, by Act 1220 of 2003, has established a wellness policy, which is filed with DESE. The school district has adopted objectives to improve the school nutrition environment, promote student health, and reduce childhood obesity.

The school district can only allow non-healthy items to be brought to school nine days per year for class parties or special events. The administration and faculty of each building, as per DESE Rule 5.02.4, will determine those days.

The school may provide or distribute snacks as part of the planned instructional program. Parents can provide snacks if they meet the United States Department of Agriculture (USDA) Snack Patterns.

This policy does not restrict what parents may provide for their child's lunch or snacks, except that elementary students are not allowed to have carbonated beverages.

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

Body Mass Index ACT OF 2003

The BMI Act of 2003 requires schools to include, as part of a student's health report to parents, an annual body mass index percentile by age 73 for each student, along with an explanation of the possible health effects of body mass index, nutrition, and physical activity. The BMI will be conducted in a private setting. Health concerns for students with high BMI include: 1) Excess body fat in childhood increases the risk of chronic illness later in life. 2) A high BMI is sometimes associated with lower physical activity, which can lead to reduced physical endurance. According to the Children's Nutrition Research Center, exercise helps build strong muscles, promoting good posture and healthy bones. It burns calories, which reduces body fat and improves self-confidence and body image. Students should be encouraged to eat at least the minimum number of servings from the Food Guide Pyramid every day to ensure proper nutrition. Young students should be discouraged from dieting.

COMMUNICABLE DISEASES AND PARASITES (Board Policy 4.34)

Students with communicable diseases or with human host parasites that are transmissible in a school environment shall demonstrate respect for other students by not attending school. In contrast, they are capable of transmitting their condition to others. Students who 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 legal guardian. Specific examples include, but are not limited to: chicken pox, measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant *Staphylococcus aureus*), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis B or C, mumps, vomiting, diarrhea, and fever (100.0F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. Students may not return to school until they have been fever-free, diarrhea-free, and vomiting-free for 24 hours without the use of over-the-counter medications. In some instances, a letter from a healthcare provider may be required before the student is 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 exposure to blood-borne, food-borne, and airborne pathogens. Standard precautions shall be observed when handling, disposing of, and cleaning blood and other potentially infectious materials, including all body fluids, secretions, and excretions (except sweat).

Following Section 4.57—IMMUNIZATIONS, the District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization, which shall be considered 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 student's or other individual's health or safety.

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

The parents or legal guardians of students found to have live human host parasites that are transmissible in a school environment will be asked to pick their child up at the end of the school day. The parents or legal guardians will be provided with information on eradicating and controlling human host parasites. A student may be readmitted after the school nurse or their designee has determined that the student no longer has live human host parasites that are transmissible in a school environment. A parent or legal guardian must accompany their child on their return to school (do not send the child on the bus), and they will be rechecked at that time. The student can return to school if no evidence of head lice (or nits) is

found. The student who is found to have live lice may not be readmitted on the same school day as they were excluded for the presence of live lice.

Each school may conduct screenings of students for human host parasites that are transmissible in a school environment as needed. The screenings shall be conducted in a manner that respects the privacy and confidentiality of each student.

STUDENT MEDICATIONS (Board Policy 4.35)

Before the administration of any medication, including any dietary supplement or other perceived health remedy not regulated by the United States Food and Drug Administration (FDA), 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 any damages or injuries resulting from the administration of drugs to students under this policy. All signed medication consent forms are to be maintained by the school nurse.

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

Medications, including those for self-administration, must be in their original containers and be appropriately labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for administering the medication (including the times). Additional information accompanying the medication shall state the purpose of the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings. Schedule II medications 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 providing such medications is included in the student's IHP and when a doctor's order for such medicines is provided and on file.

The district's supervising registered nurse is responsible for creating medication administration procedures 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 parents or legal guardians within ten (10) days will be disposed of by the school nurse in accordance with current laws and rules.

Schedules II Medications

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, as defined in the previous sentence, shall be allowed to bring them to school under the provisions of this policy. They 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 with written permission from their parent or legal guardian and a licensed health care practitioner on file with the District may:

1. Self-administer either a rescue inhaler or an auto-injectable epinephrine;
2. Perform their blood glucose checks;
3. Administer insulin through the insulin delivery system the student uses;
4. Treat the student's hypoglycemia and hyperglycemia; or
5. Possess on their person:
 - a. A rescue inhaler or auto-injectable epinephrine; or
 - b. The necessary supplies and equipment to perform their 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 notifying appropriate staff following the self-administration of a stress dose medication, which shall consist of the school nurse, the 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 their medications to any other person. A student with a completed consent form on file may carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or a combination of these that does not require the presence of a designated person. The parent or legal guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or any combination

of these on their person shall provide the school with the appropriate medication, which shall be immediately available to the student in the event of 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. In contrast, 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 applying sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to help the student in applying sunscreen.

Emergency Administration of Glucagon and Insulin

Students may be administered Glucagon, insulin, or both in emergencies 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 emergencies; and
2. A current, valid consent form on file from their parent or legal guardian.

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

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

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

Emergency Administration of Epinephrine

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

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

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

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician may administer

auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine in good faith, professionally believes have 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 has been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergencies to students who have an IHP that provides for the administration of albuterol in emergencies.

The parent of a student who has an authorizing IHP, or the student is over the age of eighteen (18), shall annually complete a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified 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 Naloxone/Anti-opioid

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

Emergency Administration of Emergency Adrenal Insufficiency Medication

The school nurse or other school employees designated by the school nurse as a care provider, who have been trained and certified by a licensed physician, may administer an injectable emergency dose medication in emergencies to students who have an Individualized Health Plan (IHP) that provides for the administration of such medicines in emergencies. The parent of a student who has an authorizing IHP, or the student is 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 the student when the employee believes the student has 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 must provide the school nurse with an emergency injectable dose of their medication. This emergency injectable dose will be used if the school nurse or other school employee certified to administer an injectable emergency dose of medication, in good faith and professionally, believes the student has an adrenal crisis due to adrenal insufficiency.

STUDENT ILLNESS/ACCIDENT (Board Policy 4.36)

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the

school's health room or a designated area where they can be supervised until the end of the school day or until a parent or legal guardian can check the student out of school.

Suppose a student becomes seriously ill or is injured while at school, and the parent/legal guardian cannot be contacted. In that case, 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 the treatment of the student. The student's emergency contact numbers and medical information will be utilized when available, current, and applicable. Parents are strongly encouraged to keep this information up to date.

PHYSICAL EXAMINATIONS OR SCREENINGS (Board Policy 4.41)

The district conducts routine screenings to detect defects in hearing, vision, or other aspects of health that could adversely affect a student's ability to achieve their full potential. The exams or screenings are intended to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve their full potential.

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

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

SCHOOL REGULATED/STATE MANDATED SCREENINGS The following screenings are performed during the school year by the school nurse in compliance with the DESE and ADH. BMI (Height & Weight), Scoliosis (Curvature of the spine), Hearing, and Vision. These screenings are state-mandated and school-regulated. The screenings mentioned above aim to detect defects in hearing, vision, or other aspects of health that could adversely affect a student's ability to reach their full potential. All screenings are done privately, and results are kept confidential in each student's file. Any results will be provided upon request by a parent or legal guardian.

SECTION 5—GENERAL INFORMATION

ANIMALS/INSECTS/PETS

Under no circumstances is an animal/pet/insect to be brought to school by a student. Teachers may bring or authorize adults to bring animals, pets, or insects as part of a special activity. Animals/pets/insects of any type will never be permitted on the bus.

BACKPACKS, PURSES, POUCHES, AND POCKETS

Parents are expected to monitor what their child brings to school in backpacks, pouches, purses, and pockets. The following is a list of acceptable and unacceptable items to bring to school:

ACCEPTABLE ITEMS

- School books
- Supplies
- Money needed for meals, fees, fines, pictures, etc.
- Notes for teacher or principal
- Assignments (phone use is restricted and may not be used to call for assignments, books, etc.)
- Project due
- Library book
- Personal hygiene items
- Chapstick, lip gloss

UNACCEPTABLE ITEMS (K-4 only)

- Comic books, magazines, and other reading material not related to study
- More school supplies than needed (too many pencils used for breaking, for example)
- Large amounts of cash
- Notes to or about one's friends or enemies
- Collectible cards or other collectibles
- Hard bats, any toy requiring protective gear when used in play
- Toys or balls of any kind
- Electronic devices, Fidgets – unless a 504 or IEP accommodation

Should a child bring any of these items, the school will not be responsible for them. School personnel will confiscate any item that disrupts the school's mission and hold that item for the parent to reclaim.

CHANGE OF ADDRESS OR TELEPHONE NUMBER AND EMERGENCY

Please notify the school office immediately if your address or telephone number changes. This can be particularly important if a child has an emergency or the school needs to communicate with parents or legal guardians.

CONTACT WITH STUDENTS WHILE AT SCHOOL (Board Policy 4.15)

Contact by Parents

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

Contact by Non-Custodial Parents

Suppose there is any question concerning the legal custody of the student. In that case, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. The custodial parent shall be responsible for making 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, the school will release the child to either of their parents. Noncustodial 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, with 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 applicable policies.

Arkansas law provides that, 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 their custodial parent and noncustodial parent when both parents are present shall not take place on the school's property on regular school days during normal hours of school operation. The custodial or non-custodial parent may send or drop off the student at school to be sent to or picked up by the other parent on predetermined days, as specified in any court order provided by the custodial parent or in a signed agreement between both parents, which the student's building principal has witnessed. 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 DHS employees, local law enforcement, or agents of the CACD of the ASP may interview students without a court order to investigate suspected child abuse. When interviewers deem it necessary, they may exercise a "72-hour hold" without obtaining a court order. Other questioning of students by non-school-sponsored personnel shall be granted only with a court order directing such questioning, with the permission of the student's parents (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 identified on student enrollment forms. 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 CACD of the ASP, or an investigator or employee of the DHS.

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, or other person having lawful control by court order, or person acting in loco parentis, notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. Suppose the principal or designee cannot reach the parent. In that case, they shall make a reasonable and good-faith effort to convey a message to the parent, instructing them to call the principal or their designee and leave both a daytime and an after-hours telephone number.

DELIVERIES AND PARTIES

Balloons and flowers for birthdays will be accepted in the school office. The school bus does not permit balloons and glass containers for safety reasons. There will be a class Christmas party and a Valentine's Day party for K-6 students, with the dates and times to be determined by the office. Homeroom parents are responsible for organizing these parties at the teacher's request. Adult attendees are expected to assist the teacher in serving and cleaning up behind students.

Food Delivery at Mayflower High School

No food delivery or drop-off will be accepted at Mayflower High School.

Students are not allowed to have lunch dropped off at the high school during the lunch period. Parents or guardians may check their students out during lunch. Lunch checkouts must be done face-to-face. Phone calls, texts, or emails will not be accepted to check a student out during lunch.

Food Delivery at Mayflower Middle School

No food drop at MMS by anyone other than a person on the child's emergency contact list. No DoorDash, UberEats, pizza delivery, etc.

DROPPING OFF AND PICKING UP STUDENTS

Students whose parents choose to transport them to and from school should arrive no earlier than 7:15 AM and will be dismissed according to campus dismissal time. K-4 parents may only drop off students in the designated drop-off area. If a parent chooses to park in the lot adjacent to the elementary school, they must escort their child to the front doorway of the elementary school. Parents are required to have their children at school on time and make every effort not to check them out early, as this can disrupt the instructional time in the classroom. Students who arrive late for class or check out early will have their missed time recorded as an absence or tardiness. (See previously listed policy on Tardies/Early checkout.) To ensure student safety, the principal controls traffic flow throughout the building before, during, and after school.

K-4 students must be picked up by 4:30 PM. Attempts to contact parents or legal guardians who do not result in a timely pickup will be referred to the Mayflower Police Department and/or the DHS.

Parents of elementary students who pick up their children after school must drive through the designated area and present the car rider sign for identification purposes. Parents are not permitted to wait inside the building to minimize congestion as much as possible during heavy student traffic at dismissal. Parents of pre-k students must enter the building to check in their students at the classroom each day. All students must be checked in before 7:45 daily. Parents must enter the school building and report to the cafeteria to check out. To ensure the safety of other students, there is to be no waiting or loitering in the lobby area. Students are not allowed to walk themselves between the traffic or cross the street for safety reasons.

- Parents are not to leave cars parked in the circle in front of the school to come into the building to get their child/children before or after school.
- Middle School students will be dropped off and picked up through the circle drive in front of the building.
- High School students will be dropped off and picked up through the circle drive beside the cafeteria.

DRUG TESTING

Mission Statement:

The Mayflower School District recognizes that drug abuse is a significant health problem for students, detrimentally affecting the overall health, behavior, learning ability, reflexes, and total development of each individual. We are 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 the misuse of legal drugs and medications.

Definitions:

Drug: Any substance considered illegal by Arkansas Statutes, which is controlled by the FDA unless prescribed by a licensed physician.

Activity Programs: Any Activity that meets the guidelines of the AAA or is added by the District. These activities are listed below:

Art Club	Band	Baseball	Basketball
Beta Club	Bowling	Cheer	Choir
Cross Country	eSports	FBLA	FCA
FCCLA	FFA	Flag Line	Football
Golf	Journalism	NHS	Quiz Bowl
Softball	Spanish Club	Student Council	Student Drivers
Track	Volleyball	Yearbook	

Policy Statement:

Mayflower School District conducts a mandatory drug-testing program for students. Its purpose is threefold:

1. To provide for the health and safety of the student in all Activity Programs, grades 7-12;
2. to undermine the effects of peer pressure by providing a legitimate reason for a student 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 legal guardian shall consent in writing to drug testing according 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 without such permission. Students not involved in activities may be permitted to participate in the testing pool voluntarily, provided their parents or guardians sign a consent form.

Student Selection: At the district's discretion, all students participating in activity programs may be subject to drug testing at the beginning of the school year. Additionally, students participating in interscholastic contests will be randomly selected for testing each month. Testing based on reasonable suspicion may be conducted at the administration's discretion and the specific request of the coach or sponsor of an activity. A data generator will select random participants through an off-site third party, consisting of all students participating in activity programs in the district at the time of the drawing.

Sample Collection:

Testing will be administered in accordance with guidelines and standards prescribed by the Federal Motor Carrier Safety Regulations, as well as those deemed necessary by the administration and the School Nurse.

Prescription Medication:

Students 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 evaluate 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 that are used are a 5-panel rapid test cup. These tests are used to screen all students. 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.

Procedures in the Event of a Positive Result:

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 via phone or in person. After re-entering the sport, club, or activity following a positive test result, the student will be tested monthly for the next three months.

First Positive Result:

For a positive result, the student will be immediately suspended from participation in any, competitions, presentations, and activities that represent Mayflower Schools. To be reinstated, they must complete a drug counseling or rehabilitation program that is recognized and accepted by the school district. The student may provide proof of completion to the school. Upon completing a drug counseling/rehabilitation program and after at least 30 days since the last positive test, students may be re-screened and must obtain a negative test result. The student is responsible for the cost of treatment and re-testing. The student will be tested each month for the next three months.

Second Positive Result:

A second positive test will result in immediate suspension from participation in any practices, competitions, presentations, and activities that represent Mayflower Schools for a full calendar year. To be reinstated the following year, the student must complete another treatment program and provide proof to the school, followed by a negative test result. The student is responsible for the cost of treatment and re-testing. The student will then be tested each month for the next three months.

Third Positive Result: In the event of a third positive test, the student will be immediately suspended from any participation in all competitions, presentations, and activities that represent Mayflower Schools for the remainder of their enrollment in the Mayflower School District.

Non-Punitive Nature of Policy:

No student shall be penalized academically for testing positive for illegal drugs. The results of drug tests under the 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 a valid and binding subpoena or other legal process, which the district shall not initiate. In the event of service of any such subpoena or 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 is not precluded from utilizing other disciplinary measures outlined in the Student Discipline Policy, and this policy does not prevent the District from taking disciplinary procedures and resulting action when founded upon reasonable belief and suspicion that a student has participated in drug-related activities.

EMERGENCY DRILLS (Board Policy 4.37)

All schools in the District shall conduct fire drills at least once a month. Tornado drills shall be conducted no fewer than three (3) times yearly. Students who ride school buses shall also participate in emergency evacuation drills at least twice each school year.

The district shall conduct active shooter drills and school safety assessments for all District schools in collaboration with local law enforcement and emergency management personnel. Students will be included in the drills to the extent that is developmentally appropriate to the student's age and the school's grade configuration.

Drills may be conducted during instructional periods or non-instructional times.

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, or other emergencies. Students shall be included in the drills to the extent practicable.

EMERGENCY INFORMATION

In case of an emergency, each student is required to have on file at the school office the following information:

1. Parent/Legal guardian name
2. Complete and up-to-date address
3. Home phone/work phone/cell phone for parent/legal guardian
4. Emergency phone number of a friend/relative
5. Physician's name and phone number
6. Medical alert information

Every student should maintain an up-to-date address and telephone number in the school office.

Parents should notify the school immediately if there is a change of address or telephone number during the school year. Please check your student's information sheet at each parent/teacher conference. This information is kept in the school office.

EQUAL EDUCATIONAL OPPORTUNITY (Board Policy 4.11)

No student in the Mayflower School District shall, on the grounds of race, color, religion, national origin, gender, sexual orientation, gender identity, age, or disability be excluded from participation in or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the

District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries regarding non-discrimination may be directed to either the 504 Coordinator or the Title IX Coordinator, who can be reached at 7 Ashmore Drive, Mayflower, AR 72016, or by phone at 501-470-0506.

For further information on notice of non-discrimination or to file a complaint, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

EXTRA-CURRICULAR AND NON-INSTRUCTIONAL ACTIVITIES (Board Policies 5.19 & 5.19.2)

The Mayflower School District will offer a range of curricular and extracurricular activities suitable for students with diverse interests and abilities. Extracurricular activities are defined as those activities that take place in a competition with students from other schools, for an audience of non-school-sponsored personnel, and/or for a purpose unrelated to regular classroom activities.

Examples of extra-curricular activities would include but are not limited to Odyssey of the Mind, math and literacy competitions involving other schools, music performances and contests, interscholastic athletic contests (including participation by cheerleaders, drill teams, and music groups), vocational contests involving other schools, student council, and school clubs not related to classroom activities. Participation in such activities will be encouraged by the school district. However, the school district reserves the right to deny participation to any student under the guidelines established in the following section:

- Those who do not meet the eligibility standards of the AAA (in those activities governed by the AAA).
- Those who do not meet the eligibility standards of the recognized agency governing any particular activity.
- Those whose general behavior does not meet acceptable standards as determined by the principal.
- Those who do not meet the approved guidelines established by the staff member in charge of a particular activity.

All extracurricular activities should be considered an integral part of the school's total educational program and should be subject to the same evaluative procedures as those applied to curricular activities. Ninth graders will be eligible to participate at the high school level in any athletic activity not offered in junior high or at the time their age makes them ineligible for junior high athletics. In rare instances, an athlete may be declared to participate at the high school level after a junior high season. This will be done only after special consideration is given to the student's physical and emotional maturity, and only after consultation among the athletic director, principal, and the student's parent has been held. The athletic director will have the final authority to declare the student eligible and will make "the good of the student" the chief criterion in making the decision.

- Extra-curricular activities will be scheduled to minimize a participant's absence from class.
- Practices will not be held on days the school is dismissed for inclement weather unless the principal approves the practice.
- Interscholastic activities will not be held on days when school is dismissed due to inclement weather unless the superintendent's office explicitly approves the activity, based on the principal's recommendation.

- Activities should be scheduled to avoid the need for overnight trips. Any overnight stay of a non-emergency nature must be approved in advance by the superintendent's office.
- Overnight stays of an emergency nature may be scheduled at the discretion of the staff member in charge.
- To participate in an activity, the student must be present for at least four classes on the designated activity date, unless other arrangements have been made in advance with the principal or their designee.
- Activities of a non-instructional nature (e.g., pep rallies, assemblies) will be held only after approval from the building principal. The frequency and duration of such activities will be limited to minimize interference with the regular instructional program.

EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS (Board Policy 4.56)

Definitions:

“Academic Courses” are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which are 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 the DESE has approved. Any courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. Suppose a student passes an academic course offered on a block schedule. In that case, 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, or compete under supervision outside of regular class time, or receive an award, rating, recognition, 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” refer to instances where individual students or groups of students are invited to programs or events that do not involve competition, and the students are not interacting with each other to plan, qualify, or arrange for future programs or to receive recognition.

“Interscholastic Activities” refers to athletic or non-athletic/academic activities in which students compete on a school-to-school basis.

“Intrascholastic Activities” refers to athletic or non-athletic academic activities in which students compete against their peers from the same school.

The “Supplemental Improvement Program (SIP)” is an additional instructional opportunity for identified students outside of their regular classroom, meeting the criteria outlined in the current AAA Handbook.

Extracurricular Eligibility

The Board believes in providing students with opportunities to participate in extracurricular activities that can enrich their educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities should not come at the expense of their academic achievement in the classroom. Interruptions of instructional time in the school are to be minimal, and absences from class to

participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted). Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility based on 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 reasonable 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 they take the same or a subsequent statewide mandated 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 their parent or legal guardian must sign and return an acknowledgment of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before participating in an athletic activity. Additionally, before each school year, the student engages in an athletic activity, the student and their parent or legal guardian must sign and return an acknowledgment of receipt and review of the information sheet.

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

Interscholastic Activities

Each school in the District shall post its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, on its website 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 they have successfully passed four (4) academic courses in the previous semester. The first-semester ninth-grade student meets the scholarship requirements for junior high if they have successfully passed four (4) academic courses in the previous semester.

The second-semester ninth-grade student meets the scholarship requirements for junior high if they have successfully passed four (4) academic courses the previous semester, which count toward their 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 to be eligible to participate in the fall semester of their tenth-grade year.

Academic Requirement: (Senior High)

To remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses in the previous semester and have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses during the last semester; or

Students with an IEP

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 laws and regulations of the 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 an AAA-governed extracurricular activity unless they are enrolled in a district school, ensuring all students are eligible for AAA catastrophic insurance.

Intrascholastic Activities**AAA Governed Activities**

Students participating in intrascholastic extracurricular activities that AAA would govern if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will adhere to the AAA Handbook for such activities to ensure that 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 intrascholastic extracurricular activities. Intrascholastic activities designed for a particular grade(s) or course(s) shall require the student to be enrolled in the grade(s) or course(s).

EXTRACURRICULAR ACTIVITIES – ELEMENTARY (Board Policy 4.56.1)**Definitions**

“Extracurricular activities” are defined as any school-sponsored program where students from one or more schools meet, work, perform, practice, or compete under supervision outside of regular class time, or are competing to receive an award, rating, recognition, 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” refer to instances where individual students or groups of students are invited to programs or events that do not involve competition, and the students are not interacting with each other for planning, qualifying, or arranging future programs, or to receive recognition.

“Interscholastic Activities” refers to athletic or non-athletic/academic activities in which students compete on a school-to-school basis.

“Intrascholastic Activities” refers to athletic or non-athletic academic activities in which students compete against their peers from the same school.

Extracurricular Eligibility

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

A student may lose their eligibility to participate in extracurricular activities when, in the opinion of the school's administration, the student's participation in such activities may jeopardize their academic achievement. Students may also be denied permission to participate in extracurricular activities due to disciplinary action taken by the administration for inappropriate behavior.

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a reasonable 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 they take the same or a subsequent state-mandated 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 their parent or legal guardian must sign and return an acknowledgment of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before participating in an athletic activity. Additionally, each school year, before the student engages in an athletic activity, both parties must sign and return the acknowledgment.

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

EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME-SCHOOLED STUDENTS (Board Policy 4.56.2)

Each school in the District shall post its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, on its website 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 legal guardians are legal residents of the school district will be permitted to participate in an interscholastic activity in the student's resident school zone, as permitted by this policy. 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 an interscholastic activity without discrimination.

Home-schooled students whose parents or legal guardians 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 District shall adhere to this policy and the AAA Handbook rules governing the participation of home-schooled students in interscholastic activities. Areas of eligibility criteria, such as a student's age and semesters of eligibility, are the same for home-schooled and traditional students and are governed by the current AAA Handbook. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that a home-schooled student is unable to meet due to their enrollment in a home school.

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

Interscholastic activity refers to an activity between schools, subject to the regulations of the AAA, that falls outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

The parent of any student wishing to participate in an interscholastic activity shall mail or hand-deliver a completed application form 5.19.2F to their child's school principal before the signup, tryout, or participation deadline established for traditional students. The Superintendent shall approve applications that meet the enrollment application requirements outlined in this policy and the AAA Rules and deny those that don't. Approved applications shall apply only for the semester in which the student enrolls in the student's resident school zone. The student shall regularly attend the class in which they are enrolled, beginning no later than the eleventh (11th) day of the semester in which the student's participation in interscholastic activities is desired. Suppose the student's desired interscholastic activity begins before the first day of the semester in which the student is enrolled, to maintain eligibility. In that case, the student must attend practices for the interscholastic activity to the same extent as traditional students.

A student and their parent or legal guardian must sign and return an acknowledgment of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before participating in an athletic activity. Additionally, before each school year, the student engages in an athletic activity, the student and their parent or legal guardian must sign and return an acknowledgment of receipt and review of the information sheet.

A home-schooled student whose application has been approved, who has met the try-out criteria, and who has been selected to participate in the interscholastic activity shall meet the following requirements 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.

A home-schooled student who is not a resident of the District may begin participating in interscholastic activities:

- A. Immediately upon being approved for participation in all interscholastic activities other than athletic activities, and

- B. One (1) calendar year after being approved to participate in interscholastic athletic activities, unless the approval is received before July 1 of the school year, the student would have been enrolled in seventh (7th) grade if the student were enrolled in a public school.

A home-schooled student who is not a resident of the District and is prohibited under this policy from participating in an interscholastic activity that is an athletic activity for one (1) calendar year may immediately participate in rehearsals, tryouts, practices, auditions, classes, or other endeavors associated with the interscholastic activity.

A student whose application for eligibility to participate in an interscholastic activity is accepted must enroll in no more than one course in the District's school where the student intends to participate in an interscholastic activity. Home-schooled students shall meet the same enrollment criteria as are required for traditional students in policies 4.1—RESIDENCE REQUIREMENTS and 4.2—ENTRANCE REQUIREMENTS, and the parent or legal guardian shall sign a form acknowledging receipt and understanding of the school's student handbook and agreeing to be bound by the applicable portions thereof.

Suppose the student's desired interscholastic activity is associated with a specific class or course that meets during the school day, which traditional district students are required to take. In that case, the home-schooled student shall take the required class or course to be eligible for the interscholastic activity.

Suppose the student's desired interscholastic activity is not associated with a specific class or course that meets during the school day, to be eligible to participate in the student's desired interscholastic activity. In that case, the home-schooled student shall enroll in a class or course that is age and grade-appropriate for the student.

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

A student who withdraws from an AAA member school to be home-schooled shall not participate in an interscholastic activity in the resident school district for a minimum of three hundred sixty-five days after the student withdraws from the member school.

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

ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME-SCHOOLED STUDENTS (Board Policy 4.59)

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

- June 1 for courses to be offered during the Fall semester, and
- 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

- August 1 for Fall semester courses; or
- 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,
- Cause the District to pay 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 that the District does not currently offer,
- 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 in which the requests are received. Upon receiving a private or home-schooled student's request to participate in academic course(s), the District will date and time stamp the request for attendance. Suppose a private school or home-schooled student is denied attendance based on a lack of capacity, and an opening in the requested course occurs before the start of the course. In that case, 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 a home-schooled student shall:

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

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

Private school or home-schooled students shall receive a final grade and transcript for each academic course they complete.

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.

FIELD TRIPS

Various classroom teachers schedule field trips within Mayflower and to nearby points of interest throughout the school year. These trips are designed to supplement multiple aspects of the classroom curriculum and introduce students to the community's resources. Parents will receive notices of field trips well in advance of the scheduled trip date and will be asked to sign field trip permission forms. Use of the included district field trip form is required. A handwritten note or a phone call is not allowed. Sometimes, a small amount of money may be requested from each student to help defray facility use costs. Chaperones are designated by the field trip sponsor and approved by the building administration in advance of the field trip. They are expected to adhere to all board-adopted policies at all times. Chaperones are responsible for ensuring the safety and well-being of the assigned students at all times.

Overnight field trip chaperones must stay in proximity to the children they are responsible for. School-approved and assigned chaperones are liable for the safety and well-being of those in their charge at all times. Parents or legal guardians chaperoning the field trip must drive their vehicles. No student will be allowed to ride in a personal car with anyone other than their parent or legal guardian. Arrangements are to be made with the teacher before leaving campus. At times, field trip seating may be limited; therefore, parents or siblings may not be invited/allowed to attend. Field Trip refunds are generally not paid. However, refunds may be allowed if there is no cost or loss to the school. The Senior Class Trip may be an overnight event, but it requires approval from the superintendent. This event is scheduled to take place before the third-quarter testing.

FUNDRAISING

The superintendent must approve all fundraising. All fundraising projects will follow the guidelines listed below.

1. Student participation in fundraising programs is voluntary.
2. Students who do not participate will not forfeit any school privileges.
3. Students are not permitted to participate in fundraising programs without obtaining written permission. The permission form is to be returned to the school.
4. Students are not permitted to go door-to-door or participate in sales made by third parties.

Parents must accept responsibility for appropriate adult supervision unless the school provides supervision. All unreturned or unpaid fundraising items will be considered theft of property. Authorities will be notified, and the necessary collection steps will be taken.

HOMELESS STUDENTS (Board Policy 4.40)

The Mayflower School District will provide homeless children with the same services and educational opportunities as those available to non-homeless children. The Superintendent or their 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 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 legal guardians of such youth, and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.

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

Notwithstanding Policy 4.1, homeless students living in the district are entitled to enroll in the district's schools, which are the same as those attended by non-homeless students who live in the same attendance area. Suppose there is a question concerning the enrollment of a homeless child due to a conflict with Policy 4.1 or 4.2. In that case, the child shall be immediately admitted to the school where enrollment is sought pending dispute resolution, including all appeals. The District's LEA liaison for homeless children and youth is responsible for resolving the dispute.

For this policy, "school of origin" means

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

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

Continue the child's or youth's education in the school of origin for the duration of homelessness:

- In any case in which a family becomes homeless between academic years or during an academic year, and
- For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year, or enrolls 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 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 legal 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 aspects 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 legal guardian or (in the case of an unaccompanied youth) the youth.

Suppose 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 legal guardian, or (in the case of an unaccompanied youth) the youth. In that case, the District shall provide the child's or youth's parent, legal guardian, or the unaccompanied youth with a written explanation of the reasons for its determination in a manner and form understandable to such parent, legal guardian, or unaccompanied youth, including information regarding the right to appeal. For unaccompanied youth, the District shall ensure that the LEA liaison assists in placement or enrollment decisions, prioritizes the views of such youth, and provides notice to them of their 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 legal guardian (or in the case of an unaccompanied youth, the LEA Liaison), to and from the child's school of origin.

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

1. Are
 - a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
 - b. Living in emergency or transitional shelters;
 - c. Abandoned in hospitals, or
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Are migratory children who are living in circumstances described in clauses (a) through (c). Per Federal law, information on a homeless child or youth's living situation is part of the student's education record. It shall not be considered or added to the list of directory information in Policy 4.13.

INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY (Board Policy 4.29)

Definition

For this policy, "electronic device" refers to any device that can be used to transmit or capture images, sound, or data. The District provides students with electronic devices and/or Internet access to enable them to conduct research and learn how to use electronic device technology. The use of district electronic devices is for educational and/or instructional purposes only. Student use of an 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 Internet materials that are inappropriate, obscene, or otherwise harmful to minors. Therefore, it is the District's policy to protect each electronic device with Internet filtering software 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 concerning minors, appeals to a prurient interest in nudity, sex, or excretion;

- B. depicts, describes, or represents, in a patently offensive way, for 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 for minors.

Internet Use and Safety

The District is dedicated to ensuring students can use the Internet safely and responsibly. The district utilizes technology protection measures to enhance student safety and security. It 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 the 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 alteration 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 themselves 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 constitutes a breach of the Internet safety and electronic device use agreement.

LASER POINTERS (Board Policy 4.28)

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; en route to or from school or any school-sponsored activity; off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it, and the student may reclaim it at the close of the school year or when the student is no longer enrolled in the District.

LOST AND FOUND

Any items found on campus should be placed in the lost and found area. Unclaimed items will be donated to charities on the second and fourth Fridays of each month. The school will not be responsible for any personal items that are lost or stolen on school premises. This includes, but is not limited to, books, coats, jewelry, purses, money, and band instruments. Students' first and last names should be written inside all jackets, backpacks, and lunchboxes.

MAKE-UP WORK (Board Policy 4.8)

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

Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.

1. Teachers are responsible for providing missed assignments when a returning student asks.
2. Students in grades PreK-4 will receive their work upon returning to school. Students in grades 5-12 must request their assignments on their first day back at school or their first class day after returning.
3. Make-up tests are to be rescheduled at the teacher's discretion, 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 needing reminders from the teacher.
7. Students absent on the day their make-up work is due must submit their work on the day they return to school, regardless of whether the class for which the work is due meets on that day.
8. As required/permitted by the student's Individual Education Program or 504 Plan.

Work may not be made up for credit for absences over the number of allowable absences in a semester unless the absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.

Work for students serving an out-of-school suspension or expulsion shall be following 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, including offering an expelled student an opportunity for enrollment in digital learning courses or other alternative educational courses that result in the receipt of academic credit that is at least equal to credit the expelled student may have received from the District if the student had not been expelled.

The program and method(s) you provide for students to maintain their educational opportunities should follow the requirements of Policy 4.30 and Policy 4.31.

MARRIED STUDENTS/STUDENTS WHO ARE EIGHTEEN

Students who are married and/or eighteen will be afforded no special privileges by the district. All school policies remain in effect, including attendance and checkout procedures.

MEDIA CENTER

Mayflower School District has a free-flow library system and weekly scheduled classes. During that time, books may be checked out. Additionally, all other students are permitted to visit the Media Center to return and check out books daily. Each student is allowed to check out three books per week. Any lost or damaged books must be replaced at market value. A student owing one lost or damaged book will be allowed to check out one book. A student owing two lost or damaged books will not have check-out privileges.

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

The purpose of the school's libraries and media centers is to supplement and enrich the curriculum and instruction offered by the District. Promoting the dialogue characteristic of a healthy democracy requires maintaining a broad range of materials and information that represent varied points of view on current and historical issues. When selecting materials and resources for each library or media center, consideration will be given to their age appropriateness. Materials should be available to challenge students' diverse interests, learning styles, and reading levels, thereby helping them achieve the District's educational goals.

Selection Criteria

The criteria used in selecting media center materials shall:

1. Support and enhance the curricular and educational goals of the district
2. Are appropriate for the ages, learning styles, interests, and maturity of the school's students or parents in the case of parenting literature
3. Contribute to examining issues from various perspectives and help broaden students' understanding of their rights and responsibilities in our society.
4. Help develop critical thinking skills.
5. Are factually and/or historically accurate, in the case of non-fiction works, and/or serve a pedagogical purpose
6. Have literary merit as perceived by the educational community
7. Be technically well-produced, physically sound (to the extent appropriate), and represent a reasonably good economic value.

Retention and Continuous Evaluation

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long time, or are too worn to be economically repaired, shall be withdrawn from the collection and disposed of.

Gifts

Gifts to the media centers shall be evaluated to determine their appropriateness before being placed in any media center. The evaluation shall use the same criteria as all other materials considered for inclusion in the media centers. Any items determined to be unacceptable shall be returned to the donor or disposed of at the discretion of the media specialist.

Challenges

The parent of a student affected by a media selection, a District employee, or any other district resident may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process.

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

In the meeting, the principal or media specialist shall explain the selection criteria and demonstrate how the challenged material meets these criteria. The complainant shall explain their reasons for objecting to the selected material. If, after the meeting, the complainant wishes to make a formal challenge to the chosen material, they may do so by completing the Request for Formal Reconsideration Form and submitting it to the principal's office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair, the director of instruction, and the building media specialist. The remaining committee members shall be personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints.

The task of the committee shall be to determine whether the challenged material meets the selection criteria. No material shall be withdrawn solely for the viewpoints expressed within it, and shall be reviewed in its entirety and not selected portions taken out of context. The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the Request for Formal Reconsideration Form submitted by the complainant. The complainant shall be allowed to present the complaint to the committee, after which time the committee shall meet privately to discuss the material. The committee shall vote by secret ballot to determine whether the contested material shall be removed from the media center's collection. A member of the voting majority shall write a summary of the reasons for their decision. The complainant shall give notice of the committee's decision and the summary (by hand or certified mail).

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

Media Center (9-12)

Students who incur late fees due to overdue books will be charged \$.25 per school day, accumulating up to \$10 or the book's price.

PARENT/TEACHER COMMUNICATION

The School Board recognizes the importance of open and effective communication between teachers and parents or legal guardians. To promote positive communication, parent-teacher conferences will be held once each semester. Parent-teacher conferences are encouraged and may be requested by parents or legal guardians at any time they need to discuss their child's progress with their teacher.

- Parents shall be notified each parent-teacher conference. Provisions shall be made to accommodate working parents.
- Middle school, elementary school, and kindergarten teachers shall meet with each student's parent(s) or legal guardian(s) at least once a semester through a parent-teacher conference, telephone conferences, or a home visit.
- All grade level conferences with parent(s) or legal guardian(s) shall be scheduled at a time and place to accommodate best those participating in the conference. The school shall document participation or nonparticipation in required conferences.
- If a student is to be retained at any grade level, a notice of retention and the reasons for retention shall be communicated promptly in a personal conference.
- Progress reports will be sent to parents every four and a half (4.5) weeks to alert parents of possible problems, and other contacts will be made as needed to monitor student behavior and/or progress.

- Any employee who needs to make a home visit for any reason must discuss the visit with the building principal. After the building principal has approved scheduling a visit, the employee shall call the parent or legal guardian of the student to make an appointment for a visit.
- The principal may require the employee to be accompanied by another school employee during the home visit. At the employee's request, an administrator shall accompany the employee on the home visit. If a parent or legal guardian is not home at the time of the visit, the school employee(s) are not to enter the home. If the home visit is conducted, the employee must report the outcome of the visit to the building principal.

PARENT/TEACHER ORGANIZATION (PTO)

Mayflower School's PTO is a vital component of our school community. All parents and teachers are urged to become members and to participate actively. Meetings are generally scheduled once a month during the school year. They are announced several days in advance.

FAMILY AND COMMUNITY ENGAGEMENT POLICY

It is the goal of the Mayflower School District to develop strong partnerships with the home. When parents and schools work together as partners, student achievement increases, and positive attitudes about themselves and their school are fostered. The collaboration between home and school will be supported by:

1. A district-wide committee of parents, teachers, and administrators guides overall program efforts and serves as a home-school partnership network. Parents shall be involved in an organized, ongoing, and timely way.
2. An annual meeting will be held to inform parents of their school's participation in Title I, to explain the requirements of Title I, and to outline their rights to be involved. Efforts shall be made to determine the most convenient time for parents of participating children to attend. The most reliable methods for ensuring parents receive meeting notices will be used.
3. Parents will be provided:
 - a. Timely information about Title I programs.
 - b. School performance profiles are required under Section 1116(a)(3), which mandates that the LEA assess the progress of each participating school annually.
 - c. Their child's student assessment results, including an interpretation of such results.
 - d. A description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - e. Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to their children's education, if parents express a strong interest in doing so.
 - f. Timely responses to the suggestions made by parents that have been offered in meetings.
4. All Title I schools are required to develop a school-parent compact jointly with the parents of participating children.
5. Self-study of parental involvement practices by teams of parents, teachers, and the administrator in the following:
 - a. Each school will be included as part of the needs assessment conducted in each building.
 - b. Mayflower School District considers the following seven fundamental principles essential to home-school partnerships:
 - i. Every aspect of the school climate is open, helpful, and friendly.
 - ii. Communications with parents are frequent, transparent, and two-way.

- iii. Parents are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior.
- iv. Parents are encouraged, both formally and informally, to provide feedback on school policies and participate in decision-making processes.
- v. The principal and other school administrators actively express and promote the philosophy of partnership with all families.
- vi. The school encourages volunteer participation from parents and the broader community.
- vii. The school recognizes its responsibility to forge a partnership with all families in the school, not just those who are most easily accessible.

FAMILY AND COMMUNITY ENGAGEMENT - District (Board Policy 6.11)

The Mayflower School District recognizes the importance of engaging parents and the community in promoting higher student achievement and fostering goodwill among its stakeholders. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement, resulting in mutually beneficial partnerships that benefit the school, students, parents, and the community. To achieve such ends, the district shall work to

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

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

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.

FAMILY AND COMMUNITY ENGAGEMENT– School (Board Policy 6.12)

Mayflower School District recognizes the importance of involving parents and the broader community in promoting higher student achievement and fostering goodwill among its stakeholders. Therefore, the Mayflower School District shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement, resulting in mutually beneficial partnerships that benefit the school, students, parents, and the community. To achieve such ends, the school shall work to

- Involve parents and the community in the development and improvement of Title I programs for the school.
- Have a coordinated involvement program where the involvement 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.
- Explain to parents and the community the State's content and achievement standards, State and local student assessments, and how the school's curriculum is aligned with the assessments and how parents can work with the school to improve their child's academic achievement;
- Provide parents with the necessary materials and training to better support their child's academic achievement. The school may utilize parent resource centers or other community-based organizations to promote parental involvement and offer literacy and technology training to parents.
- Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
- Keep parents informed about parental involvement programs, meetings, and other activities in which they can participate. Such communication shall be, to the extent practicable, in a language the parents can understand;
- Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and childcare to enable parents to participate, arranging meetings at various times, and being creative with parent-teacher conferences.
- Identify and adapt successful parent and community involvement programs to meet the specific needs of our school.
- Train parents to enhance and promote the involvement of other parents.
- Provide reasonable support for other parental involvement activities as parents may reasonably request.

To help promote an understanding of each party's role in improving student learning, Mayflower Elementary/Mayflower Middle/Mayflower 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 educational standards.

Mayflower Elementary/Mayflower Middle/Mayflower High School shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents of participating students, to inform parents of the school's participation in Title I, its requirements regarding parental involvement, and the parent's right to be involved in the education of their child.

Mayflower School District shall, at least annually, involve parents in reviewing the school's Title I program and parental involvement policy 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.

PERMANENT RECORDS (Board Policy 4.38)

Permanent school records, as required by the 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 receipt of a request from the receiving school district.

PERSONAL CHECKS

No personal checks will be accepted for cashing in the office. Checks may be accepted for fundraisers, lunch money, and other purposes. Please use the memo line to designate the purpose of the check. Please write a separate check for each expense. Cash payments must be exact. No money will be accepted in the office after 1:45 PM.

PICTURES

Individual student pictures (Fall and Spring), class, and special group pictures are taken each year.

PLACEMENT OF MULTIPLE BIRTH SIBLINGS (Board Policy 4.53)

The parent, legal guardian, or other person having charge or custody of multiple birth siblings in grades pre-K through 6 may request that the multiple birth siblings be placed in either the same or separate classrooms. The request must be in writing no later than the 14th calendar day preceding the first day of classes at the beginning of the academic year. The school shall honor the request unless it would require the school to add a class to the sibling's grade level. Suppose one parent of multiple-birth siblings requests a placement that differs from the other parent. In that case, the school shall determine the appropriate placement of the siblings.

The school may change the classroom placement of one or more of the multiple birth siblings if:
There have been a minimum of 30 instructional days since the start of the school year; and
After consulting with each classroom teacher in which the siblings were placed, the school determined that the parents' classroom placement request is:

- Detrimental to the educational achievement of one or more of the siblings;
- Disruptive to the siblings' assigned classroom learning environment; or
- Disruptive to the school's educational or disciplinary environment.

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

PROM

Students enrolled in Mayflower High School, grades 11 and 12, are eligible to attend and invite others to the Junior-Senior Prom. Guests invited by an MHS student to attend Prom must be in 10th grade or above, no older than 20 years old, and require parental notification and principal approval.

Students from grades 10-12 whose date is not a student enrolled in Mayflower High School must complete the appropriate form with signatures from parents, dates parents, and administration. All requests must be submitted at least one week before the prom. The prom will be held on the Mayflower School property unless the school board approves a request for an alternative location.

Students with outstanding class dues will not be allowed to attend the prom. Students with three (3) or more days of out-of-school suspension per school or six (6) days of In-School Suspension per school year will not be permitted to attend the prom.

PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION (Board Policy 4.13) 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 their 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, provided that the disclosure is for purposes related to the student's enrollment or transfer.

The district shall obtain written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records, unless prior parental consent is obtained. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of, personally identifiable information (hereinafter "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 anyone except the maker's temporary substitute.

For 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 a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.

For this policy, a school official has a legitimate educational interest if they need to review an education record to fulfill their professional responsibilities, contracted duties, or duties of elected office.

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 student's or other individual's health or safety. The superintendent or their designee shall determine who will have access to and be responsible for disclosing information in emergencies.

When deciding whether to release PII in a health or safety emergency, the District may consider the totality of the circumstances regarding a threat to a student's or other individual's health or safety. Suppose

the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals. In that case, it may disclose information from education records to anyone whose knowledge is necessary to protect the health or safety of the student or other individuals.

For purposes of this policy, the Mayflower School District does not distinguish between a custodial and noncustodial parent or a nonparent, such as a person acting in loco parentis or a foster parent, for accessing a student's records. Unless a court order restricting such access has been presented to the district to the contrary, a person's status as a parent or legal guardian alone enables that parent or legal guardian to review and copy their child's records.

If there exists a court order that directs that a parent not have access to a student or his records, the parent, legal guardian, person acting in loco parentis, or an agent of the DHS 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 following such a court order, but failing to do so does not impose legal liability upon the school.

The actual responsibility for enforcing such court orders rests with the parents or legal guardians, their attorneys, and the court that issued the order. A parent or legal guardian does not have the right to remove any material from a student's records. Still, such a parent or legal 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, 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 designee. The challenge shall identify the part of the student's record that the parent wants changed and specify why they believe it is inaccurate or misleading. If the school decides not to amend the record as requested, it will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request to amend the record. The parent or eligible student will be provided with information regarding the hearing procedure when notified of the right to a hearing.

Unless the parent or legal 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, their placement on the honor roll (or the receipt of other types of honors), as well as their 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 district's control. "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 another 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 written permission from the student's parent or student if over the age of 18.

The form for objecting to the disclosure of directory information is located in the back of the student handbook. It 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 waiver of

the right to object. The district must 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 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. Division of Elementary and Secondary Education at Student Privacy Compliance Office of the U.S. Department of Education
400 Maryland Avenue,
SW Washington, DC 20202

RECESS (K-4)

Students will be required to go outside for recess when weather permits. When a child must stay in, a note from the parent must be sent to the teacher. Wind chill and air temperature are checked before students are sent outside. Students are kept indoors if temperatures are below freezing or extremely hot. The school requests that parents check their child's clothing before leaving for school to ensure it is appropriate for the weather conditions. If a child arrives inappropriately dressed, all efforts will be made to contact parents to bring adequate clothing.

REPORTS TO PARENTS

Mid-nine weeks' reports will be sent at the midpoint of each reporting period.

- Report cards will be sent at the end of each grading period.
- Parent/Teacher Conference Days have been scheduled in the school calendar, which students and parents receive at the beginning of the school year. Parents are required to attend these conferences. Other conferences will be scheduled as needed. Teachers are pleased to discuss your child's progress with you, but will not be available for a conference during class time.
- Teachers will use various forms of communication to request or share information informally. Methods of communication may include phone calls, letters/notes, texts, or emails.
- Notes sent to parents that need to be returned to school will include a phrase such as "Please sign and return."
- Copies of all communications that the school or teacher sends home to parents regarding their children and any problems they are experiencing at school are kept in a file. If the school does not receive cooperation from parents in solving these problems, a FINS (Family in Need of Services) petition may be filed in juvenile court. If a FINS petition is filed, parents will receive a summons to court, and parents and school personnel will meet there to resolve the problem with the help of the juvenile judge.
- Once each semester, parents will be provided information about their child's reading level as required by state law.

SERVICE ANIMALS IN DISTRICT FACILITIES (Board Policy 7.19)

Under the provisions of the ADA and Arkansas statutes, service dogs and trained miniature horses (hereinafter referred to as service animals) are permitted for use by individuals with disabilities on district property and in district facilities, provided the individuals and their animals meet the requirements and responsibilities covered in this policy.

When an individual with a disability seeks to bring a service animal into a district facility, the district is entitled to ask the individual if the animal is required because of a disability and what work or task the animal has been trained to perform. The district is not entitled to request documentation that the animal has been adequately trained; however, the individual bringing the animal into a district facility will be held accountable for the animal's behavior.

Any service animal brought into a district facility by an individual with a disability must have been trained to perform tasks that assist the individual. The work or tasks performed by the service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence, as well as the provision of emotional support, well-being, comfort, or companionship, do not constitute work or tasks for this policy. No animal brought solely for any of these reasons shall be permitted on school grounds.

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of a public entity's facilities where members of the public, participants in services, programs, or activities, or invitees, as relevant, are allowed to go.

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control using voice control, signals, or other effective means.

A service animal shall be groomed to prevent shedding and dander and shall be kept clean of fleas and ticks.

District staff may ask an individual with a disability to remove a service animal from the premises if:

1. The animal is out of control, and the animal's handler does not take effective action to control it.
2. The animal is not housebroken, or
3. Making reasonable accommodations for the service animal's presence would fundamentally alter the nature of the service, program, or activity.

Suppose the district excludes a service animal due to the reasons listed above. In that case, the district shall provide the individual with a disability the opportunity to participate in the service, program, or activity without requiring the service animal to be on the premises.

The District and its staff are not responsible for the care or supervision of a service animal brought onto district property or into district facilities by an individual with a disability. Students with service animals are expected to care for and supervise their animals at all times. In the case of a young child or a student with disabilities who is unable to care for or supervise the service animal, the parent is responsible for providing care and supervision of the animal. Before working in the school, any person responsible for providing care and supervision of animals must undergo the same background check process as required of all school system employees.

The District shall not ask or require an individual with a disability to pay a surcharge, even if individuals accompanied by pets are required to pay fees or comply with other requirements that are generally not applicable to individuals without pets.

EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least once a month. Tornado drills shall be conducted no fewer than three (3) times yearly. Students who ride school buses shall also participate in emergency evacuation drills at least twice each school year.

The District shall conduct an annual lockdown drill at all schools in the District in collaboration with local law enforcement and emergency management personnel. The lockdown drill training will include the 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 both the students' age and the school's grade configuration.

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

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

SEVERE WEATHER

When weather conditions make it unsafe for buses to operate, Little Rock television stations 4, 7, 11, and 16 will announce school closings as soon as possible. The School Reach Message System will send out calls as soon as a decision is reached. Often, it is impossible to predict road conditions in advance, so the decision on bus operation may need to be made shortly before regular bus departure times. In case of sudden inclement weather after school begins, school-closing announcements will be made on the television stations listed above and on the School Reach System. Please plan and make arrangements for your child in case weather conditions necessitate school closure, and ensure that your child's teacher is informed of these plans.

STORM SHELTERS: Visitors are welcome to use the storm shelters provided, as long as space is available after students and district employees have had the opportunity to use them. One is located at the Mayflower Elementary Campus, and one is located at the Mayflower Middle School. The shelter will be opened by either district personnel or law enforcement officers if a Tornado Warning is issued.

RULES FOR VISITORS

1. Priority is given to students and employees. Visitors are permitted as the room allows.
2. You are expected to conduct yourself in a manner that does not interfere with or cause problems for other occupants.
3. All visitors must comply with school policies, obey the directions given by school officials and staff, and adhere to school regulations.
4. Pets are not allowed. Certified service animals are permitted, provided they are accompanied by appropriate documentation.
5. No visitors shall disrupt school operations, be disorderly, or damage school property.
6. No raised voices, cursing, or fighting.

7. No smoking, tobacco products, electronic smoking devices, weapons, alcohol, or illegal substances are allowed.

IF ANY OF THE RULES ARE VIOLATED, YOU WILL BE ASKED TO LEAVE THE SHELTER.

SOLUTIONS TO ELIMINATE PROBLEM SITUATIONS

S.T.E.P.S. refers to the Mayflower School District's approach to resolving situations that occasionally cause concern for parents, teachers, and students. Resolving these situations quickly to the satisfaction of all parties is beneficial to the District's educational program.

1. **CONTACT THE APPROPRIATE STAFF MEMBER:** Talk directly with the teacher, coach, bus driver, etc. Most concerns can be resolved in this way.
2. **CONTACT THE CAMPUS PRINCIPAL:** The principal can clarify, explain, and resolve most matters relating to campus operations.
3. **CONTACT THE APPROPRIATE CENTRAL ADMINISTRATION:** This step should be taken only after steps one and two have not resolved the concern.
4. **CONTACT THE SCHOOL BOARD:** After steps one through three above, a request in writing for a school board hearing is next. This written request is made through the Superintendent.

SCHOOL RESOURCE OFFICER

The Mayflower School District and the City of Mayflower provide a School Resource Officer Program. The School Resource Officer Program aims to promote and assist the Mayflower School District in providing a safe learning environment and improving relations between law enforcement officers and the youth of our community. The School Resource Officer is authorized to speak with students but must notify parents before speaking with the student if they are investigating a potential criminal act. The role of the School Resource Officer is

1. **Protective.** The priority is the protection of students and staff from negative outside influences and to assist in maintaining a safe and orderly environment.
2. **Consultant.** The second priority is to serve as an advisor to staff on safety matters, violence reduction strategies, and the legal aspects of student activities.
3. **Community Relations.** The fourth priority is to serve as a positive role model for students and foster a more profound understanding among the law enforcement community, students, and staff.
4. **Crisis Intervention.** The final priority is to provide students with counseling on law-related issues and to facilitate dispute resolution. School resource officers will attempt to identify problems with students and guide them to address their problems nonviolently.

STUDENT INSURANCE:

The Mayflower School District does not provide student accident or medical insurance. Student insurance is available, however, to all students through the school at a group rate. Although presented through the school, neither this school nor the school district realizes any compensation from this situation and will not act as an agent for the company. It is offered strictly as a service to the students and the patrons of the school district. ARKids First provides health insurance to more than 160,000 Arkansas children.

Eligibility for ARKids First is based on your family income and other factors. ARKids A offers a comprehensive package of benefits to low-income children. ARKids B provides coverage for families with slightly higher incomes. Mayflower School District is collaborating with the ARKids First program to help parents who work hard to make ends meet obtain low-cost or free health insurance for their children. To apply, fill out an easy-to-use application form, attach a copy of your child's birth certificate, and mail it to your local DHS office. Ask the school nurse for an application today!

STUDENT ORGANIZATIONS/EQUAL ACCESS (Board Policy 4.12)

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

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

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

STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE (Board Policy 4.14)

The Superintendent and the student media advisors shall jointly develop administrative regulations to implement this policy. The regulations shall include definitions of terms and specify the time, place, and manner of disseminating student media, including timelines for reviewing 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, videotapes, or prepares information for dissemination in student media.

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

- Prepared, substantially written, published, or broadcast 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 intended for distribution or transmission solely in the classroom in which it is produced. "Student media advisor" means an individual employed, appointed, or designated by the District to supervise or provide instruction regarding student media.

While the District recognizes a student's right to expression under the First Amendment of the United States Constitution, school-sponsored media does not provide a forum for public expression. Student media and 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 do not condone or promote products that are inappropriate for the age and maturity of the audience, or that endorse substances such as tobacco, alcohol, or drugs.
2. Media may be regulated to prohibit communication that is deemed inappropriate by the teacher, school media advisor, and/or administration, including content that is ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
3. Media may be regulated to refuse to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct 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 include those that:
 - a. Are obscene to minors;
 - b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or 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. Attacks ethnic, religious, or racial groups.
 - 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. Additionally, student web publications shall;
2. Adhere to the restrictions regarding the 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 (18) eighteen.
3. State that the views expressed are not necessarily those of the School Board or the district's employees.

Student Distribution of Non-school-sponsored 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 (hereinafter "non-school-sponsored 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 non-school-sponsored materials before distributing them. They will bar the distribution of non-school-sponsored materials that are obscene, defamatory, pervasively indecent, or that advertise unlawful products or services. Material may also be barred from distribution if evidence reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. The superintendent, whose decision shall be final, shall hear concerns related to any denial of distribution by the principal. 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 the 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 following the regulations.

Per A.C.A. § 6-18-1203, an expression made by a student journalist in student media is not the expression of a school district's policy. School district officials and members of the school district board of directors shall not be held responsible in any civil or criminal action for any expression made or published by a student journalist in student media, unless the individual interfered with, altered, or made significant decisions concerning the content of the student expression.

In addition to reviewing any amendments to the regulations resulting from this policy, A.C.A. § 6-18-1202 and Policy 1.9 require that student media advisors be included when examining any proposed updates to this policy.

STUDENT RECORDS

Specific records are kept on each student. There are four different records that parents may need to refer to at some time during the school year. The records include the student's permanent academic record, report cards, a record of lunch and miscellaneous fees owed, and a daily attendance record. Parents may call the school and request this information.

All students' educational records are available for inspection and copying by the parents of any student under eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. The district forwards education records, including disciplinary records, to schools that have requested them and where the student seeks or intends to enroll.

For this policy, the Mayflower School District does not distinguish between a custodial and non-custodial parent when granting access to a student's records. A person's status as a parent or legal guardian enables that parent or legal guardian to review and copy their child's records.

Suppose a court order directs that a parent not have access to a student or his records. In that case, the parent or legal guardian 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 following such a court order, but failing to do so does not impose legal liability upon the district. The actual responsibility for enforcing such court orders rests with the parents or legal guardians, their attorneys, and the court that issued the order.

A parent or legal guardian does not have the right to remove any material from a student's records. Still, such a parent or legal 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, which must be done only through the appropriate teacher and/or administrator, whose decision is final. A challenge to the accuracy of material contained in a student file must be initiated with the building principal, with an appeal available to the Superintendent or his designee. Any appeal above that level will be subject to the procedure set out in federal law and or regulation.

Unless the parent or legal 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, classes in which they are enrolled, their placement on the honor roll (or receipt of other types of honors), as well as their 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 district's control. A student's name and photograph will only be displayed on the district or school's web page(s) after receiving written permission from the student's parents or the student if over the age of 18.

The form for objecting to the disclosure of directory information can be requested at the campus office. It 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. Failure to file an objection by that time is considered a waiver of the right to object. The district shall obtain written consent before releasing educational records to any agency or individual not authorized by law to receive and/or view the academic documents, unless prior parental permission is obtained.

STUDENTS' VEHICLES (Board Policy 4.33)

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

Students parking on campus must have a current school-issued parking permit displayed at all times. Students wishing to obtain a parking pass to park on campus must provide written consent, along with their custodial parent(s), to the drug testing procedures outlined in the District's drug-testing program. The district will give this consent form. Immediately upon arrival at school, students will park their vehicles in the designated student parking area (between parking stripes) and leave the area. Students are not permitted to loiter in parking areas or to return to their vehicles during the school day for any reason unless authorized by the principal's office.

Students are expected to drive safely by obeying the posted speed limit at all times and not making excessive noise with exhausts, wheels, or car stereos while on the school campus. If a student is restricted from driving on campus, the car is also restricted from campus, unless a parent or legal guardian is driving it.

It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on the school campus will be held accountable for any illegal substances or other items prohibited by District policy found in their vehicles. 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.

Failure to abide by these policies will result in the loss of campus driving privileges.

Mayflower Schools is not liable for damage to student vehicles while on school property.

STUDENT VISITORS (Board Policy 4.16)

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

STUDENTS WHO ARE FOSTER CHILDREN (Board Policy 4.52)

The District will afford the same services and educational opportunities to foster children that are afforded to other children and youth. The District shall work with the DHS, the DESE, and individuals involved with each foster child to ensure that the foster child can maintain their continuity of educational services to the fullest extent that is practical and reasonable.

The Superintendent or their designee shall appoint an appropriate staff person to serve as the local educational liaison for foster children and youth. The responsibilities of this liaison shall include ensuring the timely enrollment of each foster child in school and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.

The District, working with other individuals and agencies, shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in their 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 the foster child's transportation to and from school to the extent that it is reasonable and practical.

Upon notification to the District's foster care liaison by a foster child's case worker 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 them. Even if a child lacks the required clothing, academic or medical records, or proof of residency, immediate enrollment is required.

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 coursework completed by the foster child before a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate educational placement assessment.

Suppose a foster child was enrolled in a District school immediately before completing their graduation requirements while detained in a juvenile detention facility or while committed to the DYS of DHS. In that case, 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 is 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 ADE that is postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or 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 received, the superintendent shall state a reasonable deadline for the foster child to enroll in the new school or the District in the notification letter. Failure to enroll by the date shall void the school choice acceptance. If the application is rejected, the superintendent shall state in the notification letter the reason for the rejection and that the foster parent, or the foster child, if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State Board within ten (10) days of receiving the notification letter.

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

1. The public school or District has reached the maximum student-to-teacher ratio allowed under federal law, state law, rules for standards of accreditation, or other applicable rules or regulations; 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 after receiving 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 of 2004;
 - 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.

STUDY SKILLS

The following are student guidelines for achieving good study habits:

1. Please come prepared with a pencil, paper, and any other necessary materials for class.
2. Be an active participant in the class. Listen attentively and actively participate during class.
3. Ask questions to clarify or for understanding.
4. Plan your day and schedule time for homework.
5. Apply what is learned to new situations.
6. Strive to do the very best work possible. Just "getting by" is not a worthwhile goal.

SUBSTITUTE TEACHERS

A substitute teacher will periodically teach every student. The most common reason for using substitute teachers is when the regular teacher is absent due to illness or other reasons. However, substitutes are also used when regular teachers are on leave for personal business, professional training, or family

emergencies. Students are expected to be extra courteous to substitute teachers. Any misconduct in the classroom will be dealt with accordingly.

SUPERVISION OF STUDENTS

School staff will supervise the playground and building between 7:15 AM and 4:30 PM. Students are expected to arrive at school and leave after dismissal, following this schedule unless they are under the supervision of an adult.

TARDIES (Board Policy 4.9)

Promptness is an important character trait that District staff are encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class demonstrate a disregard for both the teacher and their classmates, which compromises their potential for academic achievement. In grades K-4, tardiness is defined as checking in a minimum of 10 minutes late or checking out after 12:30 PM. Three or more tardies in a grading period equal an absence in grades K-4.

TELEPHONE USE

The school phone is a business phone and is to be used by students only in emergencies. Please ensure your child knows what they are expected to do after school before leaving home in the morning.

TEXTBOOKS

Textbooks and workbooks are provided to students by the school if the course requires or uses them. If a book is lost, misused, or damaged beyond reasonable wear and tear, the student and parent are responsible for replacing the book. Some of our textbooks are also available online. You may access these through our school district Website: www.mayflowerschools.org.

THREATENING MESSAGES

Individuals identified as having conveyed a message threatening students and/or employees may be asked to leave school property and are subject to local policies and state laws. Further disciplinary action, including legal prosecution, may follow. Students identified as being involved in sending such messages will be suspended immediately, recommended for expulsion, and referred to legal authorities. Every threat will receive immediate, total, and serious attention from school officials.

USE OF VEHICLES ON OR NEAR SCHOOL GROUNDS

The uncontrolled use of automobiles on school grounds would pose a serious safety hazard. For this reason, rules regarding vehicle use must be strictly observed.

Any student who operates a motor vehicle on campus must register it in the office on the first day the vehicle is brought to school. Students who drive must produce a valid driver's license, proof of insurance, and a school permit. Permits are available for purchase in the school office for \$10.00 and must be displayed on the vehicle's rearview mirror.

Vehicles must be parked in their assigned space as soon as students arrive at school in the morning. Students must leave their vehicles immediately and not return to them or the parking lot until school is

dismissed without permission from the office. Students must safely operate their vehicles and observe the posted directions for entering and leaving the parking lot.

Reckless Driving, Failure to Park in an Assigned Spot, Excessive Acceleration, and a habit of needing to go to the car during school hours could result in the loss of parking privileges.

Please be aware that Arkansas State Law now prohibits cell phone use while operating a vehicle in a school zone.

VOLUNTEERS (Board Policy 6.4)

Volunteers are always welcome and needed to help in the school in many different ways. At any time, a background check may be required. Throughout the school year, many volunteer opportunities will be utilized. Parents are encouraged to become members of the PTO, as many volunteer opportunities are coordinated through this organization. Please check with the office, your classroom teacher, or the PTO to find out how you can volunteer. All volunteers must sign in at the office to log volunteer hours.

We ask for one homeroom parent (K-4) to represent each classroom, attend monthly PTO meetings, and serve as the primary point of contact for the room's parents, guardians, or grandparents. This parent may organize a phone tree for the classroom and assist with class parties or events.

VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING (Board Policy 4.48)

The Board of Directors is responsible for maintaining discipline and protecting the safety, security, and welfare of its students, staff, and visitors, while also ensuring the safety and security of district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video and audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and 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, except for places such as restrooms 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 used in school buildings, on school grounds, and in school vehicles. Students will be held responsible for violating 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 overwriting with a new recording. Other than video recordings being maintained under the provisions of this policy's following paragraph, the district's video recordings may be erased at any time greater than 10 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 following current law.

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

WITHDRAWALS

The parents of any student who is withdrawing from the Mayflower School District should complete an application for withdrawal. Teachers and staff will summarize the student's progress and prepare the student's file for forwarding to their next school of enrollment. Records will not be released until all school property, fines, and/or fees have been cleared through the office.

SECTION 6 FORMS

Please sign below to acknowledge that you have received a 2025-2026 Mayflower School District Handbook. This page needs to be returned to school promptly.

Student Signature/Grade

Parent Signature

All other required forms are part of the registration packet.

Acronyms Used in this Handbook

AAA (Arkansas Activities Association)	OTC (Over The Counter)
ACA (Arkansas Code Annotated)	PA (Physician's Assistant)
ADA (Americans with Disabilities Act)	PII (Personal Identification Information)
ADE (Arkansas Department of Education)	PIN (Personal Identification Number)
ADH (Arkansas Department of Health)	PTO (Parent-Teacher Organization)
AED (Automated External Defibrillator)	ROTC (Reserve Officer Training Corps)
ASHERA (Asbestos Hazard Emergency Response Act)	SAP (Student Action Plan)
ALE (Alternative Learning Environment)	SIP (Supplemental Improvement Program)
AP (Advanced Placement)	SRO (School Resource Officer)
APRN (Advanced Practice Registered Nurse)	SSP (Student Success Plan)
ASP (Arkansas State Police)	U.S.C. (United States Code)
BIP (Behavior Intervention Plan)	USDA (United States Department of Agriculture)
BMI (Body Mass Index)	USDE (United States Department of Education)
CACD (Crimes Against Children Division)	
CAP (Career Action Plan)	
CPR (CardioPulmonary Resuscitation)	
DESE (Division of Elementary and Secondary Education)	
DFA (Department of Finance and Administration)	
DHS (Department of Human Services)	
DYS (Division of Youth Services)	
EPA (Environmental Protection Agency)	
FBA (Functional Behavior Analysis)	
FBLA (Future Business Leaders of America)	
FCA (Fellowship of Christian Athletes)	
FCCLA (Family, Career, and Community Leaders of America)	
FDA (Food and Drug Administration)	
FERPA (Family Educational Rights and Privacy Act)	
FFA (Future Farmers of America)	
FINS (Family In Need of Services)	
FOI (Freedom of Information)	
GPA (Grade Point Average)	
HS (High School)	
IB (International Baccalaureate)	
ID (Identification)	
IDEA (Individuals with Disabilities Education Act)	
IEP (Individualized Education Plan)	
IHP (Individualized Health Plan)	
ISS (In-School Suspension)	
LEA (Local Education Agency)	
MES (Mayflower Elementary School)	
MHS (Mayflower High School)	
MMS (Mayflower Middle School)	
MRSA (Methicillin-Resistant Staphylococcus Aureus)	
MS (Middle School)	
MSD (Mayflower School District)	
NHS (National Honor Society)	
OCR (Office of Civil Rights)	
OSS (Out of School Suspension)	