

Welcome to Flippin School District!

Web Page <http://www.flippinschools.com>

Flippin School District Mission Statement

Flippin School District will create a **caring environment**
built on **nurturing relationships**
in which students are **actively engaged**
in **meaningful learning**.

Flippin Public School Administrative Directory

<i>Mr. Kelvin Hudson</i>	Superintendent
<i>Mr. Dale Horn</i>	Flippin High School Principal
<i>Mr. Gregg Yarbrough</i>	Flippin Middle School Principal
<i>Ms. Tracie Luttrell</i>	Flippin Elementary School Principal
<i>Ms. Vanessa Jones</i>	District Curriculum Director
<i>Ms. Amy Robson</i>	District Compliance/Federal Programs

Family and Community Engagement Committee

Amy Robson	District Coordinator	amyrobson@flippinschools.net
Amy Lynch	Elementary Facilitator	amylynch@flippinschools.net
Caleb Hudson	Middle School Facilitator	calebhudson@flippinschools.net
Sarah Jefferson	High School Facilitator	sarahjefferson@flippinschools.net

Central Administrative Office	870-453-2270 870-453-5059 (Fax)
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Flippin High School	870-453-2233 870-453-7380 (Fax)
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Flippin Middle School	870-453-6464 870-453-6465 (Fax)
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Flippin Elementary School	870-453-8860 870-453-8877 (Fax)
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EQUAL EDUCATIONAL OPPORTUNITY - Policy 4.11

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

Inquiries on nondiscrimination may be directed to the superintendent, who may be reached at 210 Alford St., Flippin, AR 72634 or 870-453-2270. You may also contact the Title IX or 504 Coordinator reached at 210 Alford St., Flippin, AR 72634, by phone 870-453-2270, or email titleix@flippinschools.net.

Any person may report sex discrimination, including sex-based harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided above. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sex-based harassment.

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

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

Date Adopted: 7/25/05 Last Revised: 6/22/15; 6/20/16; 6/25/18, 7/27/20; 7/29/21; 6/27/22; 6/24/24

STUDENT HANDBOOK -- Policy 4.42

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

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

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

Date Adopted: 7/25/05

Last Revised: 4/07/08; 6/24/13; 6/24/19; 6/24/24

2024-2025 School Calendar

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Flippin School District
Alternative Calendar
210 Alford Street
Flippin, AR 72634
870-453-2270

Aug 5 - 9 Professional Development Days
 Aug 14 First Day of School for Students
 Sep 2 Labor Day
 Sept 19 HS PTC 3:30-6:30
 Sept 20 HS PTC 8:00-12:00; Dismiss EL/MS at 1:00 for PD
 Oct 11 End of 1st Qtr - 264.5 Hrs
 Oct 17 EL/MS PTC 3:30-6:30
 Oct 18 EL/MS PTC 8:00-12:00; Dismiss HS at 1:00 for PD
 Nov 15 Dismiss at 1:00 for PD
 Nov 25 - 29 Thanksgiving Break
 Dec 20 End of 2nd Qtr - 277.2 Hrs
 Dec 23 - Jan 3 Christmas Break
 Jan 17 Dismiss at 1:00 for PD
 Jan 20 Snow Day
 Feb 6 EL/MS/HS PTC 3:30-6:30
 Feb 7 EL/MS/HS PTC 8:00-12:00; PD 1:00-3:00
 Feb 14 Snow Day
 Feb 17 Snow Day
 Feb 21 Dismiss at 1:00 for PD
 Mar 7 End of 3rd Qtr - 256.0 Hrs
 Mar 21 Dismiss at 1:00 for PD
 Mar 24 - 28 Spring Break
 Apr 18 Good Friday
 Apr 21 Snow Day
 May 9 Graduation
 May 19 - 21 Dismiss at 1:00 for PD
 May 21 End of 4th Qtr - 283.4 Hrs
 May 22 Snow Day

Notes

173 Days/1,081.1 Hours of Instruction (1068 Required)

5 PD Days August 5-9
 1 PD Day Summer
 1 PD Day 9/20 (2 Hr), 10/18 (2 Hr), 11/15 (2 Hr)
 1 PD Day 1/17 (2 Hr), 2/7 (2 Hr), 2/21 (2 Hr)
 1 PD Day 3/21 (2 Hr), 5/19 (2 Hr), 5/20 (2 Hr)
 1 PD Day 5/21 (2 Hr), 4 Hrs after school Principal discretion
 2 PTC Days

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	










February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

 School Closed	 PD Employee Planning (no school for students)
 Parent Teacher Conference	 Graduation-May 9
 Beginning of School	 End of School
 Dismissal Students 1:00 p.m./PD 2 Hrs	
 Grading Period Ends	
 No Students-Possible Snow Days	

CLOSING MEDIA LIST

KTLO-FM	97.9	Mountain Home	KCTT-FM	101.7	Mountain Home
KTLO-AM	1240	Mountain Home	KPFM-FM	107.5	Mountain Home
KPFM-FM	105	Mountain Home	KPFM-FM	93.5	Mountain Home
KCWD-FM	96.1	Harrison	KNWA-AM	1600	Harrison
KHOZ-FM	102.9	Harrison	KHOZ-AM	900	Harrison
KBCN-FM	104.3	Harrison	KTTS-FM	94.7	Springfield
KTTS-AM	1260	Springfield	KSPW-FM	96.5	Springfield
KOLR/Channel	10	Springfield	KY3/Channel	3	Springfield
KATV/Channel	7	Little Rock	KTHV/Channel	11	Little Rock

BUS RIDER RULES AND REGULATIONS

The rules and regulations listed below are the result of careful study based upon the experiences we have had in the operation of a school bus system. Cooperation and courtesy in following these suggestions will permit us to better serve your child. Please go over the rules with your children so they will know what is expected of them when they ride the bus.

1. Be on time at designated bus stops. BUSES CANNOT WAIT FOR TARDY PUPILS.
2. Obey the driver's instructions. Help the driver to assure safety at all times.
3. While loading or unloading, enter or leave the bus orderly and quickly.
4. Wait until the bus has come to a complete stop before attempting to enter or leave the bus. Remain seated while bus is in motion. Enter or leave the bus only at the front door, except in case of emergency.
5. Do not leave the bus without the driver's consent, except at home or school. NO UNAUTHORIZED STOPS WILL BE MADE.
6. While riding the bus, students are under the supervision of the driver at all times. Drivers have the same authority on the bus that teachers have on the school campus.
7. Observe classroom conduct. Avoid unnecessary disturbing noises. The driver should not be distracted while the bus is in motion. Do not shout at passing persons or vehicles.
8. Occupy only the seat assigned by the driver. Keep feet out of aisles, off of seats and backs of seats.
8. Sit three on a seat by filling back seats first when conditions require it.
9. No knives, sharp objects, firearms, pets nor other living animals are allowed on the bus.
10. DO NOT tamper with any of the safety devices such as door latches, fire extinguishers, etc. Pupils must keep seated at all times except as the driver directs. Pupils are not to put their hands, arms, head, or bodies out of the window.
11. Be courteous! Use no profane or vulgar language. Help keep bus clean. No gum chewing- no eating- no pop. NO TOBACCO ON THE BUS! (FIGHTING - PUSHING- SHOVING or other' rowdiness will NOT be tolerated.
12. Report any damage you observe to the driver. Damage to the interior or exterior of the bus will result in payment-for damages and in suspended bus-riding privileges. .
13. If you must cross the road or highway to enter the bus, try always to be on the right side of the road waiting on bus. If you should arrive at the stop just as the bus approaches to stop, wait until

the bus has come to a complete stop and the driver has signaled for you to cross in front of the bus.

17. PUPILS CANNOT RIDE ANY BUS EXCEPT THEIR OWN. VISITORS ARE NOT ALLOWED EXCEPT IN CASE OF AN EMERGENCY. PERMISSION MUST BE SECURED FROM THE PRINCIPAL'S OFFICE.
18. This is not intended to cover all the "do's" and "don'ts ", but it is a very specific guide. The driver may find it necessary to interpret these policies in light of his/her own bus needs.
19. The Flippin School District defines bullying as any unwelcome action taken or situation created, intentionally whether on school ground, on the school bus or at the bus stops, or a sponsored activity to produce mental or physical harm. Any student, parent, staff, or faculty member who witnesses this behavior should report the incident immediately to the building administrator. Bullying is considered a serious offense.

THE PRINCIPAL MAY SUSPEND PUPILS FROM RIDING WHEN SUCH ACTION IS ADVISABLE. IT SHOULD BE REGARDED AS A PRIVILEGE TO RIDE SCHOOL TRANSPORTATION!

Section 1: General Information

EDUCATIONAL PHILOSOPHY -- Policy 5.1

The Flippin School District assumes the responsibility of providing students attending its schools a high-quality education that challenges each student to achieve to their maximum potential. The District shall endeavor to create the environment within the schools necessary to attain this goal. The creation of the necessary climate shall be based on the following core beliefs:

1. The District's vision statement will be developed with input from students, parents, business leaders, and other community members.
2. All students can be successful learners.
3. Students learn at different rates and in different ways.
4. A primary goal shall be to give students the skills they need to be life-long learners.
5. The education of all citizens is basic to our community's well-being.
6. Student achievement is affected positively by the involvement of parents and the community in the schools.
7. The District is responsible for helping cultivate good citizenship skills in its students.
8. Students reflect the moral and ethical values of their environment.
9. All people have a right to a safe environment.
10. Each person is responsible for his/her own actions.
11. Innovation involves taking risks.
12. Schools are responsible for creating the conditions that promote success.
13. Each person is entitled to retain his/her dignity.
14. All people have the right to be treated with respect and the responsibility to treat others respectfully.
15. For teachers to succeed in cultivating high student achievement, they need to be given the materials, training, and environment necessary to produce such results.

Date Adopted: 7/25/05

Last Revised: 6/24/24

CLOSED CAMPUS -- Policy 4.10

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

Date Adopted: 7/25/05

Last Revised: 6/28/14

STUDENT ORGANIZATIONS/EQUAL ACCESS -- 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 on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

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

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

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

NOTE: A.C.A. § 6-5-20 2 requires the automatic expulsion of a student who is convicted of hazing.

Legal References: A.C.A. § 6-5-201 et seq.; A.C.A. § 6-21-201 et seq.; 20 U.S.C. 4071 Equal Access Act; Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990); A.C.A. § 6-10-132; A.C.A. § 6-18-601 et seq.

Date Adopted: 7/05/05

Last Revised: 6/27/11; 6/22/15; 6/20/16; 6/25/18

4.44—NATIONAL ANTHEM

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

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

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

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

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

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

Legal References: A.C.A. § 6-10-135; DESE Rules Governing the Star-Spangled Banner Act
Date Adopted: 7/29/21 Last Revised: 6/27/22

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.

Legal Reference: A.C.A. § 6-10-115

Date Adopted: 7/29/21

PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION -- 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 parents of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty five (45) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of, personally

identifiable information (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 any other person, except the maker's temporary substitute.

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

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

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

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

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- The individual to whom the PII will be released must have legal access to the student's case plan; and

- The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student.

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

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

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

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

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

Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, directory information about a student may be made available to the public, military recruiters, postsecondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the

District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

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

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

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

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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

Note: The Arkansas Supreme Court, Division of Elementary and Secondary Education, and ASBA collaborated in the creation of a form in an effort to aid juvenile intake and probation officers in acquiring necessary information for the officer to make more knowledgeable decisions/recommendations on a course of action for each juvenile's case. The Form allows for parents to authorize the officer to access certain portions of the student's education records and the parent's ESchool PLUS Home Access Center. The form, when completed by the parent and probation officer, will be sent to the district by the officer. A copy of the form, along with a background letter, may be found at <https://arsba.org/policy-resources>.

Legal References: A.C.A. § 6-18-2601 et seq; A.C.A. § 9-28-113(b)(6); 20 U.S.C. § 1232g; 20 U.S.C. § 7908 (NCLB Section 9528); 34 CFR §§ 99.3, 99.7, 99.31, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64

Date Adopted: 7/25/05 Last Revised: 6/27/11; 6/25/12; 6/22/15; 6/20/16; 6/24/19; 7/27/20; 6/26/23; 6/24/24

PERMANENT RECORDS -- Policy 4.38

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

The law prohibits districts from refusing to provide the records to receiving schools due to a student owing money to the district.

Legal References: A.C.A. § 6-18-901; A.C.A. § 6-28-107; DESE Rules Governing Student Permanent Records
Date Adopted: 7/25/05 Last Revised: 10/27/08; 6/24/19

STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE -- Policy 4.14

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

Definitions

“School-sponsored media” means all student media that are:

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

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

“Student media” means any means of communication that are:

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

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

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

While the District recognizes a student's right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open public forum for public expression. Student media, as well as the content of student expression in

school-sponsored activities, shall be subject to the editorial review of the District's administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

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

Student Media on School Web Pages -- Student media displayed on school web pages shall follow the same guidelines as listed above and shall also:

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

Non-school Publications -- School authorities shall review non-school publications prior to their distribution and will bar from distribution those materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that disruption will likely result from the distribution.

Distribution of Literature -- The school principal or designee shall establish reasonable regulations governing the time, place, and manner of student distribution of literature.

The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of literature;
3. Allow no interference with classes or school activities;
4. Specify times and places where distribution may and may not occur; and

5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.

Legal References: A.C.A. § 6-18-1202, 1203, & 1204; *Tinker v. Des Moines ISD*, 393 U.S. 503 (1969); *Bethel School District No. 403 v. Fraser*, 478 U.S. 675 (1986) *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988)

Date Adopted: 7/25/05

Last Revised: 10/27/08; 6/24/19; 7/27/20

CONTACT WITH STUDENTS WHILE AT SCHOOL -- Policy 4.15

CONTACT BY PARENTS-

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

CONTACT BY NON-CUSTODIAL PARENTS-

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may, to extend authorized by the court order, eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, and any other policies that may apply. The District shall not act as a supervisor for non-custodial parent visitation purposes under any circumstance.

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

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

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

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

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

Contact by Professional Licensure Standards Board Investigators

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

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

Date Adopted: 7/25/05 Last Revised: 6/27/11; 06/22/15; 6/20/16; 6/26/17; 6/24/19; 7/27/20; 6/24/24

STUDENT VISITORS -- Policy 4.16

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

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

Date Adopted: 7/25/05

Last Revised: 6/24/24

VISITORS TO THE SCHOOLS -- Policy 6.5

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office and receive authorization from the building principal or the principal's

designee before the individual may enter the school proper. No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10.

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge.

Visitors, including parents wishing to speak with students during the school day shall register first with the office.

Visitors to the school are directed to not use a device to:

- Record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms; or
- Create, send, share, capture, or post audio, video, or photographs of District students unless the visitor:
 - Has received permission to do so by someone authorized to grant such permission on behalf of the student or the student if the student is eighteen (18 years old);
 - Received authorization from the District to do so on behalf of the District; or
 - Is required to do so as part of the individual's job duties, including as a member of the media.

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave voluntarily.

Date Adopted: 7/25/05

Last Revised: 4/07/08; 6/22/15; 6/26/23; 6/24/24

EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS –Policy 4.56

Definitions:

1. "Academic Courses" are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the Division of Elementary and Secondary Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.
2. "Extracurricular activities" are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.
3. "Field Trips" are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

4. “Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.
5. “Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.
6. “Supplemental Improvement Program (SIP)” is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the current Arkansas Activities Association (AAA) Handbook.

Extracurricular Eligibility

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

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

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

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

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

Interscholastic Activities

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

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets

the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

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

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

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

HOMELESS STUDENTS

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

ARKANSAS ACTIVITIES ASSOCIATION

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

Intrascholastic Activities

AAA Governed Activities

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

Non-AAA Governed Activities

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

School Choice Transfers

A student who transfers under a legal school choice option shall not be denied participation in an extracurricular activity where the student transfers based exclusively on the student's decision to transfer .

A student who transfers after July 1 of the year the student enters grade seven (7) shall complete a Changing Schools/Athletic Participation form as defined by AAA, which must be signed by the:

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

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

Legal References: State Board of Education Standards for Accreditation 10.05 and 10.06; Arkansas Activities Association Handbook; A.C.A. § 6-4-302; A.C.A. § 6-15-2907; A.C.A. § 6-16-151; A.C.A. § 6-18-114; A.C.A. § 6-18-115; A.C.A. § 6-18-227; A.C.A. § 6-18-713; A.C.A. § 6-18-1904; A.C.A. § 6-28-108;

Date Adopted: 6/28/14

Last Revised: 6/20/16; 6/26/17; 6/26/23

EXTRACURRICULAR ACTIVITIES – ELEMENTARY –Policy 4.56.1

Definitions

1. “Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.
2. “Field Trips” are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.
3. “Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.
4. “Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of

his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

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

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

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

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

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

Legal Reference: A.C.A. § 6-4-302; A.C.A. § 6-15-2907; A.C.A. § 6-18-713; A.C.A. § 6-16-151; Commissioner's Memo COM-18-009; Commissioner's Memo LS-18-0; A.C.A. § 6-28-108
Date Adopted: 6/28/14 Last Revised: 6/20/16; 6/26/17; 6/25/18; 6/24/19

EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS –Policy 4.56.2

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

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

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

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

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

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

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

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

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

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course³ in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the homeschooled student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

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

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

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

- Standards of behavior and codes of conduct;
- Attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- Required drug testing;
- Permission slips, waivers, physical exams; and
- Participation or activity fees.

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

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

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

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

Legal References: A.C.A. § 6-15-509; A.C.A. § 6-18-232; A.C.A § 6-18-713; A.C.A § 6-16-151; Arkansas Activities Association Handbook; Commissioner's Memo COM-18-009; Commissioner's Memo LS-18-015; Division of Elementary and Secondary Education Rules Governing Home Schools

Date Adopted: 7/28/14

Last Revised: 6/26/17, 6/25/18, 6/24/19; 6/26/23

DISTRICT WEB SITE -- Policy 5.20

The Flippin School District shall maintain a web page to provide information about its schools, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the district web site by establishing guidelines for their construction and operation.

The Flippin School District web site shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site. The web site shall not use "cookies" to collect or retain identifying information about visitors to its web site nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

Each school's web page shall be under the supervision of the school's Web Master and the District's web site shall be under the supervision of the District's Web Master. They shall have the responsibility for ensuring that web pages meet appropriate levels of academic standards and are in compliance with these guidelines and any additional administrative regulations. To this end the District and School Web Masters shall have the authority to review and edit any proposed changes to web pages to ensure their compliance with this policy. All such editing shall be viewpoint neutral.

District and school web pages shall also conform to the following guidelines.

1. All pages on the District's web site may contain advertising and links only to educational sources.
2. The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages which shall also link back to the District's home page.

3. Photos along with the student's name shall only be posted on web pages after receiving written permission from the student's parents or the student if the student is over the age of eighteen (18).
4. The District's web server shall host the Flippin School District's web site.
5. No web page on the District web site may contain public message boards or chat rooms.
6. All web pages on the District web site shall be constructed to download in a reasonable length of time.
7. The District's home page shall contain a link to a privacy policy notice which must be placed in a clear and prominent place and manner.
8. With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by the Flippin School District.
9. The District shall include the following information on its website through a link located on the District's homepage titled "State Required Information"
 - a. Local and state revenue sources;
 - b. Administrator and teacher salary and benefit expenditure data;
 - c. District balances, including legal balances and building fund balances;
 - d. Minutes of regular and special meetings of the school board;
 - e. The district's budget for the ensuing year;
 - f. A financial breakdown of monthly expenditures of the district;
 - g. The salary schedule for all employees including extended contract and supplementary pay amounts;
 - h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
 - i. The district's annual budget;
 - j. The annual statistical report of the district;
 - k. The district's personnel policies;
 - l. The annual School Performance Report;
 - m. School-Level Improvement Plans;
 - n. The School District Support Plan;
 - o. Student discipline policies;
 - p. Comprehensive School Counseling Plan;
 - q. The District financial policies;
 - r. Student handbooks;
 - s. The Annual Report to the Public; and
 - t. The parent, family, and community engagement plan
 - u. The Immunization waiver report from Policy 4.57—IMMUNIZATIONS;
 - v. School District Calendar;
 - w. List of statutory, rule, or Standards for Accreditation waivers the District has received under A.C.A. § 6-15-103;
 - x. The District's Teacher and Administrator Recruitment and Retention Plan;
 - y. The total amount of State funds used for teacher salaries;

The information and data required for items A through K in 9 above shall be the actual data for the previous two (2) school-years and the projected data for the current school-year. Before July 15 of each year, the District shall post on its website the following information:

- The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
- The number of students during the previous school year who received dyslexia intervention; and
- The total number of students identified with dyslexia during the previous school year.

If the District’s reading curriculum is not taken from the DESE list of approved curricula, the District shall post the reading curriculum the District uses and a statement that the curriculum is not on the list of DESE approved curricula.

The District shall include the following information on its website that may be accessed through a link located on the District’s homepage titled “Title IX/Sex Discrimination”:¹¹

- Contact information for the District’s Title IX Coordinator;
- A statement that any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided. A report may be made at any time, including during non-business hours, and may be on the individual’s own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment;
- Copies of the District’s sexual harassment policies;
- Copies of the District’s Procedures governing the grievance and appeal process;
- The process for filing a formal complaint of sexual harassment; and
- Direct links to or copies of the materials used to train the District’s Title IX Coordinators, investigators, and decision-makers.

The District and school webmasters are responsible for ensuring all District webpages meet required standards to be accessible to individuals with disabilities.

Legal References: A.C.A. § 6-11-129; A.C.A. § 6-15-1402; A.C.A. § 6-15-2006; A.C.A. § 6-15-2101; A.C.A. § 6-15-2914; A.C.A. § 6-17-429; A.C.A. § 6-17-2403; A.C.A. § 6-17-1901; A.C.A. § 6-18-702; A.C.A. § 6-18-2001 et seq.; A.C.A. § 6-41-606; A.C.A. §6-41-611 20 U.S.C. § 1232 g; 15 U.S.C. § 6501 (COPPA); DESE Rules Governing How to Meet the Needs of Children With Dyslexia; DESE Rules Governing the Arkansas Educational Support and Accountability Act; DESE Rules Governing Act 1240 Waivers; DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites; Standards For Accreditation 12.02.1, 1-B.2, 2-B.1, 2-H.2, 3-A.1, 3-A.2, 3-A.9; 34 C.F.R. § 106.8; 34 C.F.R. § 106.45

Date Adopted: 7/25/05

Last Revised: 7/24/06; 6/26/17; 6/25/18, 6/24/19; 7/27/20; 7/29/21; 6/26/23

WEB SITE PRIVACY POLICY -- Policy 5.20.1

The Flippin School District operates and maintains a web site for the purpose of informing the citizens of the district about its activities. The web site does not use “cookies” or ISP addresses to collect or retain personally identifying information about visitors to its web site nor is any such information given to “third parties.” Any data collected is used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

The site serves no commercial purpose and does not collect any information from individuals for such purpose.

Photographs of students, when associated with the student’s name shall not be displayed on any page of the district’s web site without the prior written consent of the parent (or the

student if 18 or older). When posted, the photographs shall not be directly associated with the full name of the student.

The site provides for email communication between the District and individuals for the purpose of exchanging information regarding the District and its activities or between teachers and their students. The site may also provide for password protected communication between the District and its staff.

Legal References: 15 U.S.C. § 6501 (COPPA)

Date Adopted: 7/25/05

Last Revised: 7/24/06; 10/27/10; 6/24/24

STUDENT PARTICIPATION IN SURVEYS -- Policy 5.24

No student shall be required to submit to a survey, analysis, or evaluation that is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis that reveals information concerning the following:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or the student's family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

No surveys, analyses, or evaluations shall be administered without the prior approval of the school principal.

The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight (8) categories listed above.

Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight (8) categories listed above shall be available to be inspected by a student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis before the survey is administered or distributed by a school to a student. Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the survey, analysis, or evaluation shall be available for inspection for a period of ten (10) business days after the notice of intent to administer the survey, analysis, or evaluation is sent. The notice shall include information regarding how the survey, analysis, or evaluation will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey, analysis, or evaluation. Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis may refuse to allow their student to

participate before or after reviewing the survey, analysis, or evaluation. The school shall not penalize or otherwise retaliate against a student whose Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis exercised their right to refuse to allow their student to participate in the survey, analysis, or evaluation.

The above requirements of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Except for assessments mandated by State or Federal law; State Rule; or Federal regulation and standardized scholastic achievement tests, prior written permission from a student's Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis is required before any survey, analysis, or evaluation is administered to a student if the survey, analysis, or evaluation:

- A. Responses are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government; and
- B. Requests or requires a student to provide any of the eight (8) categories of information listed above; and/or
- C. Requests or requires a student to provide any of the following:
 - A student's name;
 - The name of the student's parents, legal guardians, persons having lawful control of the student, person standing in loco parentis, or other member of the student's family;
 - The address, telephone number, or email address of a student or a member of a student's family;
 - A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;
 - Any information, the disclosure of which is regulated, or prohibited by any other State or federal law; State rule; or Federal regulation.

The rights provided to parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis under this policy transfer to the student when the student turns eighteen (18) years old.

Legal Reference: 20 USC § 1232h; ACA § 6-18-1301 et seq.

Date Adopted: 7/25/05

Last Revised: 7/24/06; 6/24/24

FUND RAISING -- Policy 6.6

All fund-raising activities held in the District or in the name of the District must be pre-approved in writing affected school principal. Approval will be predicated on the potential for return relative to the time and energy to be invested in the fund raising. Fund raising that conflicts excessively with and/or detracts from student or teacher instructional time in either the planning or the execution of the activity will not be approved.

Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties.

Student participation in any fund-raising activity shall:

- 1) Be voluntary. Students who choose not to participate shall not forfeit any school privileges.

It shall not be considered discriminatory to reward those who participate;

2) Not influence or affect the student's grade.

For purposes of this policy, "Door-to-door sales" means the selling of merchandise outside of the child's home and off the school grounds.

Secondary Schools

Fund raising in the secondary schools may only be done by officially sanctioned student clubs, spirit groups, school PTAs, or parent booster clubs. Student clubs and spirit groups must receive written approval from their sponsor and the school principal before submitting the fund raising proposal to the Superintendent.

Door to door fundraising activities are generally discouraged. If approved, students wishing to participate who are under the age of eighteen (18) must return to their sponsor a signed parental notification and permission form.

Elementary Schools (K-6)

Fund raising in the elementary schools may only be done by the school or a school sponsored

Organization. Door to door fundraising activities are generally discouraged, but there shall be no more than one such activity per school per school year.

Schools must provide written notification of the following to parents or legal guardians of elementary students who participate in fund raising programs.

- Student participation in fund raising programs is voluntary;
- Students who do not participate will not forfeit any school privileges;
- Students may not participate in fund raising programs without written parental permission returned to school authorities;
- An elementary student who sells fund raising merchandise door to door must be accompanied by a parent or an adult; and
- Unless the school provides supervision, parents must accept responsibility for appropriate adult supervision.

Legal Reference: A.C.A. § 6-18-1102; A.C.A. § 6-18-1104

Date Adopted: 7/25/05 Revised: 6/28/14; 6/22/15

DISTRIBUTION OF PRINTED MATERIALS -- Policy 6.8

The District shall devise and maintain a system for distributing District communications and other printed materials between the Administration and the schools. Use of the system by employees or employee organizations shall be with prior approval of the Superintendent or his/her designee.

Distribution of printed materials, flyers, photographs, or other visual or auditory materials not originating within District schools to students or staff shall have prior approval of the Superintendent or his/her designee.

Date Adopted: 7/25/05

4.50—SCHOOL MEAL MODIFICATIONS

The district only provides modified meal components on menus to accommodate students with a disability A parent/guardian wishing to request dietary accommodations for their student

with a disability must submit to the district's Director of Child Nutrition, Marcia Ivens, a medical statement completed by a State licensed healthcare professional, which includes:

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

The medical statement should include:

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

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

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

Parents may file a grievance regarding the request for accommodations with the District's 504 Coordinator, who will schedule a hearing on the grievance to be held as soon as possible. The 504 coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.

The district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

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

Date Adopted:

Last Revised: 6/26/17

4.51— FOOD SERVICE PREPAYMENT

Meal Charges

The District participates in USDA's CEP and provides meals to all students at no charge. The District does not provide credit for students to charge for a la carte or other food and beverage items available for purchase in the school food service areas. A la carte or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for a la carte or other food and beverage items through any of the following methods:²

- Submitting cash or check payment to the school’s office, district office, or the child nutrition office.
- Depositing funds through the District’s online service at www.ezschooldpay.com

Legal References: Commissioner’s Memo CNU-17-003; Commissioner’s Memo CNU-17-024
 Date Adopted: Last Revised: 6/26/17, 6/24/19

FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA – Policy 4.58

Food Sharing Table

In an effort to reduce wasted food and to provide students access to healthy foods when possible, the District shall have in the district cafeteria a food sharing table located at the end of the service line. Prior to leaving the service line, students may place on or retrieve items from the table, at no additional charge, any of the following:

- Raw whole fruit traditionally eaten without the peel (e.g. bananas and oranges);
- Raw whole fruit traditionally eaten with the peel provided the fruit is wrapped to prevent contamination (e.g. apples and grapes);
- Raw whole vegetables provided the vegetable is wrapped to prevent contamination (e.g. carrot sticks);
- Milk; and
- Juice.

Removing Food Items from the Food Service Area

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

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

Legal References: Commissioner’s Memo FIN 08-076; Commissioner’s Memo FIN 15-052
 Date Adopted: 6/22/15

Section 2: Attendance

ABSENCES -- 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;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
 - Labor, delivery, and recovery;
 - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
 - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
 - A legal appointment related to pregnancy or parenting, including without limitation:
 - Adoption;
 - Custody; and
 - Visitation;
 - A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
 - At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.

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

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

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

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

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

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis, 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 **13** 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 **6** 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 **12** unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

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

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

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

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

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

Legal References: A.C.A. § 6-4-302; A.C.A. § 6-18-209; A.C.A. § 6-18-213; A.C.A. § 6-18-220; A.C.A. § 6-18-222; A.C.A. § 6-18-229; A.C.A. § 6-18-231; A.C.A. § 6-18-234; A.C.A. § 6-18-236; A.C.A. § 6-18-507(g); A.C.A. § 7-4-116; A.C.A. § 9-28-113(f); A.C.A. § 27-16-701; A.C.A. § 6-18-702; Division of Elementary and Secondary Education Rules Governing Distance and Digital Learning

Date Adopted: 7/25/05

Last Revised: 10/27/08; 7/19/10; 6/27/11; 10/31/11; 6/25/12; 6/24/13; 6/22/15; 6/20/16; 6/24/2019; 7/29/21; 6/26/23; 6/24/24

MAKE-UP WORK -- Policy 4.8

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

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.
3. Students are required to ask for their assignments on their first day back at school.
4. Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have not less than one class day to make up their work for each class day they are absent.
6. Teachers make assignments because they are essential to learning. Our expectation is that every student will complete work as assigned. Teachers will establish a due date and a plan for completion, which may include, but isn't limited to, the following: parent communication, QUIPS time, periodic checks for completion, after-school intervention, etc... Refusal to complete an assignment may result in a zero and/or disciplinary action.
7. Students are responsible for turning in their make-up work without the teacher having to ask for it.
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. As required/permitted by the student's Individual Education Program or 504 Plan.

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

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

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

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

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

Legal References: A.C.A. § 6-18-234; A.C.A. § 6-18-502; DESE Rules Governing Student Discipline and School Safety

Date Adopted: 7/25/05

Last Revised: 6/27/11; 6/256/11; 06/22/15; 6/24/19; 7/27/20; 6/26/23; 6/24/24

TARDIES -- Policy 4.9

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

Refer to student handbook for each respective school.

Date Adopted: 7/25/05

Section 3: Academics

GRADING -- Policy 5.15

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons standing in loco parentis, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine-(9) week grading period to keep parents/guardians informed of their student's progress.

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

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

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

The grading scale for all schools in the district shall be as follows:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69-60

F = 59 and below

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

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

The grade point values for DESE-approved courses such as AP and approved courses for weighted credit, shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

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

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

Legal References: A.C.A. § 6-15-902; A.C.A. § 9-28-113(f); Standards for Accreditation 5-A.1 Division of Elementary and Secondary Education Rules Governing Grading and Course Credit

Date Adopted: 7/25/05

Last Revised: 6/25/12; 6/28/14; 6/20/16; 6/25/18; 6/24/19; 7/27/20

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

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

twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

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

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

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

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

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are

determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half ($\frac{1}{2}$) unit

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

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

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

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

3) Algebra II; and

4) The fourth unit may be either:

- A math unit approved by DESE beyond Algebra II; or
- A computer science flex credit may be taken in the place of a fourth math credit.

Please Note: Computer Science does not count as a higher math for honor graduate classification.

Natural Science: three (3) units

a. DESE approved biology – 1 credit;

b. DESE approved physical science – 1 credit; and

c. A third unit that is either:

- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

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

CORE: Sixteen (16) units

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

Oral Communications: one-half ($\frac{1}{2}$) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

- Civics one-half ($\frac{1}{2}$) unit

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3; DESE Guidelines for the Development of Smart Core Curriculum Policy; DESE Rules Governing Distance and Digital Learning; Smart Core Information Sheet; Smart Core Waiver Form; Commissioner’s Memo LS-18-082; A.C.A. § 6-4-302; A.C.A. § 6-15-2906; A.C.A. § 6-15-2911; A.C.A. § 6-16-122; A.C.A. § 6-16-143; A.C.A. § 6-16-149; A.C.A. § 6-16-150; A.C.A. § 6-28-115

Date Adopted: 6/28/14 Last Revised: 6/22/15; 6/20/16; 6/26/17; 6/24/18; 7/29/21; 6/26/23; 6/24/24

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026

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

eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

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

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

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

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

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

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

GRADUATION REQUIREMENTS

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

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

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

Personal and Family Finance

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

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate. Please Note: Computer Science does not count as a higher math for honor graduate classification.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

Note: While one-half ($\frac{1}{2}$) 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.

CORE: Sixteen (16) units

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

Oral Communications: one-half ($\frac{1}{2}$) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

- Civics one-half ($\frac{1}{2}$) unit

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3; DESE Guidelines for the Development of Smart Core Curriculum Policy; DESE Rules Governing Distance and Digital Learning; Smart Core Information Sheet; Smart Core Waiver Form; Commissioner’s Memo LS-18-082; A.C.A. § 6-4-302; A.C.A. § 6-15-2906; A.C.A. § 6-15-2911; A.C.A. § 6-16-149; A.C.A. § 6-16-150; A.C.A. § 6-16-1406; A.C.A. § 6-16-122; A.C.A. § 6-16-143; A.C.A. § 6-16-152; A.C.A. § 6-28-115

Date Adopted: 6/26/17

Last Revised: 6/25/18; 6/24/2019; 7/27/20; 7/29/21; 6/26/23

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

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

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

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

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

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

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

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

GRADUATION REQUIREMENTS

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

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

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

Personal and Family Finance

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

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate. Please Note: Computer Science does not count as a higher math for honor graduate classification.

Community Service

Except as otherwise provided by this policy, each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers. The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. A student who transfers into the District after ninth (9th) grade must receive at least the following documented clock hours of community service each year:

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

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

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

- 3) Algebra II; and

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

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

CORE: Sixteen (16) units

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

Oral Communications: one-half ($\frac{1}{2}$) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

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

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

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3; DESE Guidelines for the Development of Smart Core Curriculum Policy; DESE Rules Governing Distance and Digital Learning;

Smart Core Information Sheet; Smart Core Waiver Form; Commissioner's Memo COM-24-021; Commissioner's Memo LS-18-082; A.C.A. § 6-4-302; A.C.A. § 6-15-2906; A.C.A. § 6-15-2911; A.C.A. § 6-16-149; A.C.A. § 6-16-150; A.C.A. § 6-16-1901 et. Seq.; A.C.A § 6-16-122; A.C.A. § 6-16-143; A.C.A. § 6-16-152; A.C.A. § 6-28-115

Date Adopted: 6/26/23; 6/24/24

STUDENT PROMOTION AND RETENTION -- 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. Each school in the Flippin School District shall include in the student handbook, the criteria for promotion of students to the next grade as well as the criteria for being required to retake a course, if applicable. Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

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

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

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria¹: failing grades; excessive absences; failure to meet grade level standards. If there is doubt concerning the promotion or retention of a student, or their required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

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

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

Each student in 8th grade and beyond shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;

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

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

1. The student's specific, diagnosed reading skill needs, including without limitation:
 - Phonemic awareness;
 - Phonics decoding;
 - Text reading fluency;
 - Vocabulary-building strategies; and
 - Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;
3. How the student's progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student may receive;
5. The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

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

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

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

- a. Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
- b. Assign the student to:
 - If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
 - If the District is unable to identify a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher:
 - With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or
 - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.

- c. Provide parents, legal guardians, or persons standing in loco parentis to students with a “read-at-home” plan to support student early literacy growth, which shall include evidence-based science of reading strategies and tools that are aligned to a student’s individual reading plan for parents, legal guardians, or persons standing in loco parentis to use with their student;
- d. Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student’s eligibility for a literacy tutoring grant;
- e. Be given priority to receive a literacy tutoring grant; and
- f. Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned to the science of reading.

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

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

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

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

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

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

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

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.²

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.

Legal References: A.C.A. § 6-15-2001; A.C.A. § 6-15-2005; A.C.A. § 6-15-2006; A.C.A. § 6-15-2907; A.C.A. § 6-15-2911; A.C.A. § 6-17-429; A.C.A. § 6-17-431; A.C.A. § 9-28-205; DESE Rules Governing the Arkansas Educational Support and Accountability Act; Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988); DESE Rules Governing Grading and Course Credit

Date Adopted: 7/19/10

Last Revised: 6/27/11; 6/25/12; 7/28/14; 6/22/15; 6/26/17; 6/25/18; 6/24/19; 6/20/20; 7/27/20; 6/26/23

DIGITAL LEARNING COURSES – Policy 5.11

Definitions ---For the purposes of this policy

1. “Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.
2. “Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.
3. "Instructional Materials" means:
 1. Traditional books, textbooks, and trade books in printed and bound form;
 2. Activity-oriented programs that may include:
 - i. Manipulatives;
 - ii. Hand-held calculators;
 - iii. Other hands-on materials; and
 3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.
4. “Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.
5. “Public School Student Accessing Courses at a Distance” means a student who is scheduled for a full course load through the District and attends all classes virtually.

Digital Course Offerings

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format and shall be tailored to meet the needs of each student.

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

The District shall annually determine what District created digital learning courses it will provide to our students.¹ The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved as part of the Arkansas Course Choice Program by the Division of Elementary and Secondary Education (DESE). The School Board shall

determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by DESE.

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

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

A student may elect to take any scheduled courses digitally if offered digitally by the District or, if applicable, through the Arkansas Course Choice Program. The student's attendance in the student's digital course(s) shall be determined in accordance with Policy 4.7—ABSENCES.

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

Except as required by Policy 5.19, the District may restrict a student's access to digital courses when the student's building principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

Legal References: A.C.A. § 6-16-1401 et seq.; A.C.A. § 6-16-1701 et seq.; A.C.A. § 6-18-213; A.C.A. § 6-18-222;

A.C.A. § 6-28-109; DESE RULES GOVERNING DISTANCE AND DIGITAL LEARNING

Date Adopted: 7/28/14

Last Revised: 6/20/16; 7/29/21; 6/26/23; 6/24/24

5.19—ARKANSAS COURSE CHOICE PROGRAM

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

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

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

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

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

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

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

Legal References: A.C.A. § 6-15-1701 et seq
Date Adopted: 6/26/23

5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

Internships

The Board of Directors believes that students who intend to begin careers immediately upon high school graduation or intend to complete post-secondary training prior to starting a career can benefit from an internship experience. The desired outcomes of the District's internship program include students advancing computer science skills, sharpening soft-skills, and learning new skills while in a workplace environment. The internship program provides intense, competency-based worksite immersion in advanced computer science concepts while linking the internship participants to current resources, information, and guidance from computing professionals.

Students who wish to participate in the internship program shall submit an application to the counselor and/or principal. In order for a student to be eligible to participate in the internship program, the student must have:

1. Received enough credits to qualify as a junior;
2. Either:
 - Have at least one (1) credit from a Division of Elementary and Secondary Education (DESE) approved computer science course; or
 - Submit computer science work product that satisfactorily demonstrates the competencies expected within the (DESE) Computer Science Standards to the counselor and/or principal; and
3. At least a 3.0 GPA.

The student participating in an internship program is responsible for making sure the counselor and/or principal receives documentation authenticated by the student's supervisor of the hours worked by the student, proof of the student having completed projects, and regular evaluations of the student's work by the student's internship supervisor.

A student who completes a computer science internship shall receive credit for the internship as a Computer Science Flex Credit⁴ based on the amount of documented on-the-job work hours as follows:

- a. Half (1/2) credit for completing sixty (60) on-the-job work hours; or
- b. One (1) credit for completing one hundred twenty (120) on-the-job work hours.

Independent Studies

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. A student who desires to complete an independent study shall:

1. Either:
 - Have at least one (1) credit from an DESE approved computer science course; or

- Submit computer science work product that satisfactorily demonstrates the competencies expected within the DESE Computer Science Standards to a local advisor;
2. Develop an educational plan that is tied directly to extending the computer science concepts found within:
 - The most current revision of the Arkansas High School Computer Science Standards;
 - College Board AP Computer Science Principles or A; and/or
 - IB Computer Science SL or HL;
 3. Submit the study plan to a local advisor for approval;
 4. Have at least a 3.0 GPA; and
 5. Produce a final product for presentation.

The advisor is responsible for reviewing, monitoring, and approving the student's study plan. The study plan should include anticipated objectives that allow the advisor to evaluate the student's study progress. The student is responsible for submitting regular written reports to the advisor concerning the student's progress towards the student's independent study goals.

The student's hours of study shall be documented by the most appropriate of the following methods:

- Being assigned a class period during the instructional day that is dedicated to the student's independent study;
- Using the District's system to track student time for digital courses if the student's attendance and assignments are through a digital classroom; and
- Using another hour tracking system approved by the district Superintendent that provides for accurate tracking of hours and provides safeguards against improper reporting by the student.

A student who completes a computer science independent study shall receive credit for the independent study as a Computer Science Flex Credit based on the amount of documented study hours as follows:

- a. Half (1/2) credit for completing sixty (60) study hours; or
- b. One (1) credit for completing one hundred twenty (120) study hours.

Legal References: Arkansas Computer Science Standards for Grades 9-12 Internship Program; Arkansas Computer Science Standards for Grades 9-12 Independent Study

Date Adopted: 6/26/17

5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Traditional Progression

A student who has not previously received a computer science credit may elect to take an introductory level computer science course. A student who passes a computer science course level is eligible to take the next level computer science course in the same computer science course emphasis.

Alternative Progression

A student who does not have credit for any computer science course, the introductory level computer science course for the particular computer science emphasis, or the preceding level

course for the computer science emphasis may be placed in a computer science course based on any combination of the following factors:

- The student’s grade point average;
- Recommendation from the student’s teacher(s);
- Completion of computer science internships or independent studies;
- Demonstration of previous computer science work by the student; or
- Proficiency report from a computer science proficiency evaluation tool.²

Legal Reference: Arkansas Computer Science Standards For Grades 9-12; Commissioner’s Memo COM-17-051; Commissioner’s Memo COM-19-050

Date Adopted: 6/26/17

Last Revised: 6/24/19

USE OF COPYRIGHTED MATERIALS –Policy 5.8

Use of Copyrighted Work in Face-to-Face Classroom

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

Use of Copyrighted Works in Digital Transmissions

Definitions

1. “Class session” means the length of time provided for students to access the materials necessary for the completion of course assignments and tests. Depending on the copyrighted work's overall importance to the course, which can vary from a single assignment to an entire course focusing on the copyrighted work, the class session will end on:
 - The date set by the teacher for an assignment to be submitted; or
 - The date on the school calendar for the end of classes.
2. “Course packs” are premade compilations of book excerpts; newspaper, magazine, and journal articles; and instructor-authored materials.
3. “Mediated Instructional activities” includes textbooks, workbooks, and course packs.
4. “Transmission” is the remote accessing, whether on or off campus, by students of a copyrighted work by means of a closed circuit television, an educational television channel, or in a digital format on a password protected secure webpage.

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

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

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

1. The transmission of the copyrighted work is limited to only the students enrolled in the course;
 - Each student shall have a unique ID and password for accessing digital courses/materials; or
 - Each course shall have a unique password to access course materials; and
 - The password to access the course materials shall be changed immediately following the close of the course.
2. To prevent students from retaining or further disseminating the copyrighted work for more than one class session;
 - The print function will be disabled;
 - A transparency shall be placed over any literary work, sheet music, or photograph;
 - Audio and video transmissions will be set to be streamed; and
 - The link to the webpage with a copyrighted work shall be deactivated at the end of the applicable class session.

Teachers who wish to provide copyrighted works to students through a digital transmission as part of a digital course as well as teachers wishing to supplement a face-to-face classroom course with a digital transmission must meet applicable copyright statutes and policy 5.11—DIGITAL LEARNING COURSES as well as the following requirements in order to use a copyrighted work:

- A. The use of the copyrighted work(s), whether in whole or in part, must be a part of regular classroom instruction and must be directly related and of material assistance to the course content;
- B. The extent of a copyrighted work that is used must comply with one or more of the following criteria:
 - The entirety of a non-dramatic literary or musical work may be used. A non-dramatic literary work includes poems and short stories. A non-dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.
 - Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary and musical works may only be used in the same amount as set forth in the requirements for a face-to-face classroom while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.
 - Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
 - Works primarily produced or marketed for use in the digital education market may not be transmitted.
 - Works the teacher had knowledge or reasonably believes to be unlawfully made or acquired may not be used.
 - Mediated Instructional activities may not be transmitted.
- C. A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status:⁵
 - Course syllabus;
 - Home webpage for the course;
 - Webpage for the particular class session; and/or

- Webpage with the copyrighted work.

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

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

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

Notes: A useful checklist for Districts to use to help ensure compliance with Federal copyright laws can be found at <http://library.uncc.edu/copyright/TEACH/teachtools>.

Copies of the documents are available on the Policy Resources page at <https://arsba.org/policy-resources>.

Legal Reference: 17 USCS § 101 to 1010; (Federal Copyright Law of 1976)

Date Adopted: 7/28/14

Last Revised: 6/20/16

HONOR ROLL AND HONOR GRADUATES -- Policy 5.17

1. **HONOR ROLL** -- Students in grades five-eight (5-8) who have no grades below “B” for the grading period will be recognized as honor roll students for that grading period. Students in grades nine through twelve (9-12) who participate in the Smart Core Curriculum (Academic Diploma) and Common Core (Regular Diploma) and have no grade below “B” for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.
2. **STATE HONOR GRADUATES** -- In accordance with state policy, recognizes Honor Graduates as students having met the district’s Smart Core Curriculum requirements. Students who have successfully completed the minimum core of courses (22 credits) recommended for preparation for college as defined by the Higher Education Coordinating Board and the State Board of Education and have a cumulative grade point average (GPA) of 2.75 will be designated as honor students on their transcripts with a seal. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).
3. **FLIPPIN PUBLIC SCHOOL HONOR GRADUATES** –
To graduate with honors a student must complete the following requirements:
 - Meet SMART CORE curriculum requirements
 - Earn 2 credits for the same foreign language
 - Earn at least 1 credit for Chemistry, Physics, or AP Biology
 - Earn at least 1 credit for advanced math: Algebra III, Pre Cal/Trig, AP Calculus, AP Statistics, or College Algebra
 - Earn 1 credit for taking at least 1 AP course and/or one of the following concurrent credit courses: English Composition I, English Composition II, College Algebra, Intro to Psychology, Principles of Sociology, Biological Science/Lab, Physical Science/Lab, U.S. History, U.S. Government and any concurrent credit class **pre-approved** by the principal (weighted credit for concurrent enrollment courses is subject to approval by DESE)

- Obtain a cumulative Local GPA (based on a 5.0 scale) for the following designations: Summa cum laude = 4.00; magna cum laude = 3.75-3.99; cum laude = 3.50-3.74. This will be based on 8 semesters of high school. (All other requirements of number of semesters in attendance will stay the same). Student speakers for graduation will be determined by committee which may include but not be limited to the principal, counselor, senior sponsors, and honor graduates.

Valedictorian/Salutatorian Honors: The honor student with the highest GPA and who has been enrolled in public school in grades nine (9) through twelve (12) and in High School for the student’s entire senior year shall serve as the valedictorian of the student’s graduating class. The honor student with the second highest GPA and who has been enrolled in public school in grades nine (9) through twelve (12) and in High School for the student’s entire senior year shall serve as the salutatorian of the student’s graduating class. Only honor graduates are eligible for the designations of valedictorian and salutatorian. Valedictorian(s) will be the honor graduate with the highest GPA (based on a 4.0 scale), and the salutatorian(s) will be the honor graduate with the second highest GPA (based on a 4.0 scale).

Grade point averages for graduation purposes will be figured to the nearest hundredth decimal place and figured after eight (8) semesters of high school.

Parents or guardians of a student, or a student eighteen (18) years of age or older, who choose to not have the student publicly identified as an honor roll or honor graduate student must submit a written request that the student not be so identified.

Legal References: A.C.A. § 6-18-101 (a) (1); A.C.A. § 6-18-101 (a) (2); A.C.A. § 6-18-101 (b); A.C.A. § 6-18-101 (e); A.C.A. § 6-61-217(a)

Date Adopted: 9/06/05 Last Revised: 7/24/06; 7/29/21; 6/26/23; 6/24/24

ADVANCED PLACEMENT– Policy 5.21

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

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

For the purpose of determining grade point averages, the numeric value of each letter grade shall be: A = 5 points

- B = 4 points
- C = 3 points
- D = 2 point
- F = 0 points

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

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and
- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course

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

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

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

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

Legal References: A.C.A. § 6-15-902; A.C.A. § 6-16-806; DESE Rules Governing Grading and Course Credit;
Date Adopted: 7/25/05 Date Revised: 10/27/08; 6/24/13; 7/28/14; 6/24/19; 7/27/20; 6/26/23; 6/24/24

CONCURRENT CREDIT -- Policy 5.22

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

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

Participation in the concurrent high school and college credit program must be required for high school graduation from a previously attended, accredited, public school documented by a written agreement between:

- The student,
- The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District; and

- The publicly supported community college, technical college, four-year college or university, or private institution of higher education the student attends to take the concurrent credit course.

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

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

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

Legal References: A.C.A. § 6-15-902(c) (2); A.C.A. § 6-16-1201 et seq.; A.C.A. § 6-18-232; DESE Governing Grading and Course Credit

Date Adopted: 7/25/05; 6/24/13 Last Revised: 4/07/10; 6/24/13; 6/26/17; 6/24/19; 7/27/20; 6/24/24

SPECIAL EDUCATION -- 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.

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

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

Legal References: 34 C.F.R. part 300 et seq.; 20 U.S.C. § 1400 et seq.; 29 U.S.C. § 794; 42 U.S.C. § 12101 et seq.; A.C.A. § 6-41-201 et seq.; A.C.A. § 6-41-102 ; A.C.A. § 6-41-103

Date Adopted: 10/27/08

Date Revised: 7/27/20

HOMEWORK -- Policy 5.14

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

Teachers should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.

Parents shall be notified of this policy at the beginning of each school year

Date Adopted: 7/25/05

Date Revised: 4/07/08; 6/25/18

SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS—5.5

Definitions

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

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

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

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

The use of instructional materials, including classroom events or activities associated with classroom instruction, beyond those approved as part of the curriculum/textbook program must be compatible with school and district policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from the school's principal prior to putting the materials into use.

All instructional materials, including classroom events or activities associated with classroom instruction, used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

In addition to all other inspection rights under this policy, the following shall be made available for inspection regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program:

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

Except when directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction, the District shall provide written notification to parents and legal guardians of their ability to exercise their rights under this policy to review items A-G above or to challenge and/or opt their student out of items under A-G above as permitted under Policy 5.6. The District's notification method shall ensure that the District receives a confirmation of the written notification receipt from parents and legal guardians.

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

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

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

Date Adopted: 7/29/21

Last Revised: 6/27/22; 6/26/23

5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Definitions

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

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

"Instructional material" means instructional content that is provided to a public school student, regardless of its format, that includes without limitation printed or representational materials,

audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Date Adopted: 7/29/21

Last Revised: 6/27/22; 6/26/23

ALTERNATIVE LEARNING ENVIRONMENTS -- 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.

Before or upon entry into the ALE, the ALE program shall assess the student in order to provide intervention services designed to address the student's specific educational and behavioral needs, with the focus for behavioral needs on long-term improvement of the student's ability to control the student's behavior.

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

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

emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student. The SAP may be revised from time to time by the ALE placement team. The SAP shall contain at a minimum:

- a. A plan of intervention services to be provided to address the student’s specific educational needs and, if appropriate, the student’s behavioral needs;
- b. Goals and objectives necessary to achieve positive reintegration into the regular educational environment;
- c. Exit criteria on which to base a student’s return to the regular educational environment;
- d. Documentation of the presence of the characteristics listed above that were the reason for the student’s referral to the ALE program;
- e. Documentation of the specific ALE programming and supports that will address each identified characteristic or situation causing a barrier to the student’s success; and
- f. A positive behavior or transitional plan prior to a student’s return to the regular educational environment.

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

Legal References: A.C.A. § 6-20-2305(b) (2); A.C.A. § 6-48-101 et seq.; DESE Rules Governing Student Special Needs Funding; 3.01, 4.00, and 8.0; DESE Rules Governing Student Discipline and School Safety
Date Adopted: 7/28/14 Last Revised: 7/27/20; 6/27/22

ALTERNATIVE LEARNING ENVIRONMENT PROGRAM EVALUATION -- POLICY 5.26.1

The District’s Alternative Learning Environment (ALE) program shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that:

- Is conducive to learning;
- Eliminates traditional barriers to learning; and
- Is in compliance with the Division of Elementary and Secondary Education Rules Governing Student Special Needs Funding.

The evaluation shall specifically address how the use of ALE funds is in alignment with the district’s school district support plan in addressing identified achievement gaps and student performance deficiencies.

Legal Reference: A.C.A. § 6-15-426(f); DESE Rules Governing Student Special Needs Funding
Date Adopted: 7/24/06 Last Revised: 4/07/07; 6/27/22; 6/24/24

Section 4: Residency/Enrollment/Records

RESIDENCE REQUIREMENTS -- 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.

Legal References: A.C.A. § 6-18-202; A.C.A. § 6-18-203; A.C.A. § 9-28-113; A.C.A. § 6-4-302; A.C.A. § 6-28-108
Date Adopted: 7/25/05 Last Revised: 10/27/08; 06/27/11; 6/26/17; 6/24/19; 7/29/21; 6/26/23; 6/24/24

ENTRANCE REQUIREMENTS -- 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:
 - 4.40—HOMELESS STUDENTS; or
 - 4.52—STUDENTS WHO ARE FOSTER CHILDREN;
- C. Be accepted as a transfer student under the provisions of policy 4.4; or
- D. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

A student may enter kindergarten if the student:

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

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

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

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

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

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

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they

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

Uniformed Services Member's Children

For the purposes of this policy:

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

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

“Deployment” means a period of time extending from six (6) months before a member of the uniformed services' departure from their home station on military orders through six (6) months after return to his or her home station.

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

- a. Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);
- b. Required as a condition of his or her employment to maintain membership in the Selected Reserve; and
- c. Assigned to a civilian position as a technician in the organizing, administering, instructing, or training of the Selected Reserve or in the maintenance and repair of supplies or equipment issued to the Selected Reserve of the United States Armed Forces.

“Eligible child” means the children of:

- Active duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;

- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.;
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

"Traditional member of the National Guard or federal reserves" means an active member of the Selected Reserve subject to mobilization and deployment for which he or she attends monthly and annual training periods.

"Transition" means the:

- Formal and physical process of transitioning from public school to public school; or
- Period of time in which a student moves from a sending district to a receiving district.

"Uniformed services" means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

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

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

An eligible child as defined in this policy shall:

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

does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;

6. Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
7. Be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. Be eligible to continue attending District schools if he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

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

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

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

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

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

International Exchange Students

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

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

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

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

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

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

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

Statewide assessment results achieved by an international exchange student enrolled in the District will not be included in the District's results on the statewide assessments.

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

Legal References: A.C.A. § 6-4-302; A.C.A. § 6-15-504; A.C.A.; A.C.A. § 6-18-201 (c); A.C.A. § 6-18-207; A.C.A. § 6-18-208; A.C.A. § 6-18-235; A.C.A. § 6-18-510; A.C.A. § 6-18-702; A.C.A. § 9-28-101 et seq.; A.C.A. § 9-28-113; DESE Rules Governing Student Discipline and School Safety; Plyler v Doe 457 US 202,221 (1982)

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IMMUNIZATIONS - 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 Arkansas Department of Health (ADH).

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age

appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

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

- A. Licensed physician;
- B. Health department;
- C. Military service; or
- D. Official record from another educational institution in Arkansas; or
- E. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

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

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

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

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

Temporary Admittance

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

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

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

Exclusion From School

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

Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student's teacher(s) shall place in the principal's office a copy of the student's assignments:

- For the remainder of the week by the end of the initial school day of the student's exclusion; and
- By the end of each Monday for the current week until the student returns to school.

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

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in "examinations" and the District has no control over administering state mandated make-up assessments outside of the state's schedule.

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

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

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

Date Adopted: 6/22/15

Date Revised: 7/27/20

PLACEMENT OF MULTIPLE BIRTH SIBLINGS – Policy 4.53

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

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

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

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

Legal Reference: A.C.A. § 6-18-106

Date Adopted: 6/27/11

COMPULSORY ATTENDANCE REQUIREMENTS -- 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 of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

Legal References: A.C.A. § 6-18-201; A.C.A. § 6-18-207

Date Adopted: 7/25/05

Last Revised: 6/27/11; 6/24/19; 7/29/21

STUDENT TRANSFERS -- Policy 4.4

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

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

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

The 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. The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

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

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

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

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

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

Date Adopted: 7/25/05 Last Revised: 4/07/08; 6/27/11; 7/28/; 6/22/15; 6/20/16; 6/26/17; 6/25/18; 6/24/19; 6/26/23; 6/24/24

SCHOOL CHOICE – Policy 4.5

Definition

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

Transfers into the District

Capacity Determination and Public Pronouncement

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

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline and the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.

Application Process

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

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

Accepted Applications

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

A student, whose application has been accepted and who has enrolled in the District, is eligible to continue enrollment until completing his/her secondary education. Continued

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

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

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

Rejected Applications

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

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

Transfers Out of the District

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

Facilities Distress School Choice Applications

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

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

Opportunity School Choice

Transfers Into or Within the District

For the purposes of this section of the policy, a "lack of capacity" is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the DESE Rules for the Standards for Accreditation, or other applicable rules. There is a

lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (90%) or more of the seats at the grade level at the nonresident school are filled.

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

- Either:
 - The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
 - The student's assigned school has a rating of "F"; and
- Except for students who are transferring under Uniformed Service Member Dependents School Choice, the student's parent, guardian, or the student if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer by no earlier than January 1 and no later than May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.:

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

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

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

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

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

Transfers out of, or within, the District

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

offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to submit an application to enroll the student in:

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

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

Uniformed Service Member Dependent School Choice

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

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

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

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

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

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

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

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

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

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

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

Unsafe School Choice Program

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

**Forms referenced in 4.5 are found online in District Policy Handbook
www.flippingschools.net under State Required Information tab.**

Legal References: A.C.A. § 6-1-106; A.C.A. § 6-13-113; A.C.A. § 6-15-2915; A.C.A. § 6-18-227; A.C.A. § 6-18-233; A.C.A. § 6-18-320; A.C.A. § 6-18-510; A.C.A. § 6-18-1901 et seq.; A.C.A. § 6-21-812
Date Adopted: 6/24/13 Last Revised: 7/28/14; 6/22/15; 6/26/17; 6/25/18; 6/24/19; 7/27/20; 7/29/21; 6/27/22; 6/26/23

HOME SCHOOLING -- Policy 4.6

Enrollment in Home School

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

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

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

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

The notice shall include:

- a. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
- b. The mailing address and telephone number of the home school;

- c. The name of the parent or legal guardian providing the home school;
- d. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
- e. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
- f. A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to home school; and
- g. A signature of the parent or legal guardian;

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

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

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

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

Enrollment or Re-Enrollment in Public School

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

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

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

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

1. As indicated by the documentation submitted by the home-schooled student;
2. By mutual agreement between the public school and the home-schooled student's parent or legal guardian; or

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

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

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

Legal References: A.C.A. § 6-15-503; A.C.A. § 6-15-504; A.C.A. § 6-41-103; DESE Rules Governing Home Schools

Date Adopted: 7/25/05

Last Revised: 6/26/17, 7/27/20; 7/29/21

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

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

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

- A. August 1 for Fall semester courses; or
- B. December 1 for spring semester courses.

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

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

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

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

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

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

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

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

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

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

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

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

Legal References: A.C.A. § 6-15-509; A.C.A. § 6-18-232; A.C.A. § 6-18-702; A.C.A. § 6-47-401 et seq.; DESE Rules Governing Distance and Digital Learning; DESE Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools Commissioner’s Memo COM-19-021

Date Adopted: 6/26/17

Last Revised: 6/24/19; 6/24/24

STUDENTS WHO ARE FOSTER CHILDREN -- Policy 4.52

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

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

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

Upon notification to the District's foster care liaison by a foster child's caseworker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must immediately enroll him/her. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency. Any course work completed by the foster child prior to a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate academic placement assessment. 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.

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

Foster Child School Choice

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

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

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

1. The public school or District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the standards for accreditation; or other applicable State rule or Federal regulation; or
2. Approving the transfer would conflict with a provision of an enforceable desegregation court order or a public school district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment.

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

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

- Graduates from high school; or
- Transfers to another school or school district under:
 - The Foster Child School Choice Act;
 - Opportunity Public School Choice Act 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.

Legal References: A.C.A. § 9-28-113; A.C.A. § 6-18-233

Date Adopted: 6/27/11

Last Revised: 6/22/15; 6/26/17; 7/27/20

HOMELESS STUDENTS -- Policy 4.40

The Flippin School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison for homeless children and youth whose responsibilities shall include coordinating with the state educational liaison for homeless children and youth to ensure that homeless children are not stigmatized or segregated on the basis of their status as homeless and such other duties as are prescribed by law and this policy.

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

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

1. Continue educating the child who become homeless between academic years or during an academic year in their school of origin for the duration of their homelessness;
2. Continue educating the child in his/her school of origin who become permanently housed during an academic year for the remainder of the academic year; or
3. Enroll the homeless child in the school appropriate for the attendance zone where the child lives.

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

In any instance where the child is unaccompanied by a parent or guardian, the District's local educational liaison for homeless children and youth shall assist the child in determining his/her place of enrollment. The Liaison shall provide the child with a notice of his/her right to appeal the enrollment decision. The District shall be responsible for providing transportation for a homeless child, at the request of the parent or guardian (or in the case of an unaccompanied youth, the Liaison), to and from the child's school of origin.

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

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

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals; or
- 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;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and includes
- Are migratory children who are living in circumstances described in clauses (a) through (c).

A.C.A. § 9-25-106 includes additional rights for unaccompanied youth who are certified by the district LEA to be homeless.

Legal References: A.C.A. § 6-18-115; A.C.A. § 9-25-106; 42 U.S.C. § 11431 et seq.; 42 U.S.C. § 11431 (2); 42 U.S.C. § 11432(g)(1)(H)(I); 42 U.S.C. § 11432 (g)(1)(J)(i), (ii) (iii), (iii)(I), (iii)(II); 42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii); 42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii); 42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii); 42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii); 42 U.S.C. § 11432 (g)(3)(G); 42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E); 42 U.S.C. § 11434; Commissioner's Memo COM-18-044

Date Adopted: 7/25/05

Last Revised: 6/27/11; 6/25/12; 6/20/16; 6/25/18; 7/27/20; 6/26/23; 6/24/24

Section 5: Student Behavior

STUDENT DISCIPLINE -- Policy 4.17

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

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

- Going to and from school or a school activity.

The Flippin School Board has adopted as policy the Assertive Discipline Program. The School District believes in providing "Discipline with Dignity" and supports positive consequences that encourage improved behavior.

The Assertive Discipline program promotes informing students and parents of rules and regulations in general and the consequences if they choose to disregard the rules. See individual school sections as to consequences per grade level. Students will be encouraged to display appropriate behavior through praise, individual recognition, and small rewards. The Assertive Discipline Program encourages staff members to concentrate on positive behavior in all aspects of the educational process. School staff accepts the responsibility for incorporating a discipline plan based upon identified consequences, forgiveness that allows for rewarding positive behavior, and flexibility.

The main idea of the Assertive Discipline Program is to give the teacher more time to teach without the interruption for discipline and to place the burden of correction on the student. The parents will also play a large role in the discipline of the student, since one of the consequences includes parent contact at a certain point in each teacher's discipline plan.

See respective handbooks pertaining to individual school procedures. Individual building may exercise flexibility in the enforcement of the board's and district discipline policy. Disciplinary consequences range from a minimum of student conference to a maximum of expulsion from School for students enrolled in Flippin Elementary School. Disciplinary consequences for students enrolled in Flippin Middle School and Flippin High School range from a minimum of a student conference to the maximum of expulsion from school.

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

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

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

The District shall incorporate the District's implementation of positive behavioral supports in accordance with Policy 4.60 in the application of student discipline.

The District's personnel policy committees shall annually review the District's student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the Flippin 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.

REMOVAL BY A TEACHER

A teacher may remove a student from class and send that student to the principal. If a teacher removes a student from class twice in any nine-week grading period, the principal may not return the student to the teacher's class until a parent conference has been held. (Act 1281 of 1999, 6-18-511).

Legal Reference: A.C.A. § 6-17-113, A.C.A. § 6-18-502, A.C.A. § 6-18-514, A.C.A. § 6-18-2401 et seq.; DESE Rules Governing Student Discipline and School Safety
Date Adopted: 7/25/05 Last Revised: 6/25/12; 6/24/13; 7/28/14; 8/10/15; 7/27/20; 7/29/21; 6/27/22; 6/24/24

PROHIBITED CONDUCT -- 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. Sex-based harassment;
22. Bullying
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual's personal property.

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

Legal References: A.C.A. § 6-5-201; A.C.A. § 6-15-1005; A.C.A. § 6-18-222A.; C.A. § 6-18-502; A.C.A. § 6-18-514; A.C.A. § 6-18-707; A.C.A. § 6-21-609; A.C.A. § 27-51-1602; A.C.A. § 27-51-1603; A.C.A. § 27-51-1609; DESE Rules Governing Student Discipline and School Safety

Date Adopted: 7/25/05 Date Revised: 7/24/06; 6/27/11; 6/25/12; 7/28/14; 6/22/15; 6/25/18; 7/27/20; 6/24/24

DRUG SCREENING - Policy 4.18A (*For students who participate in affected interscholastic activities*)

PURPOSE

- a. Emphasize concerns for the health of students in areas of safety while participating in activities and the long-term physical and emotional effects of chemical use on their health.
- b. Work with the parents to assist in keeping their children free of mood-altering chemicals.
- c. Promote a sense of order and discipline among students.
- d. Confirm and support existing state laws which restrain the use of such mood-altering chemicals.
- e. Establish standards of conduct for those students who are leaders and standard-bearers among their peers.
- f. Assist students who desire to resist peer pressure that directs them toward the use of mood-altering chemicals.
- g. Assist students who should be referred for assistance or evaluation regarding their use of mood-altering chemicals.

CONSEQUENCES FOR A POSITIVE TEST

1. Results will be sent to the school principal. The principal will share the results with the

superintendent and appropriate sponsors. The parent and student will be notified of a positive test by the principal and sponsor.

2. The sponsor and principal will communicate with the parents and counsel with the student.
3. Recommended drug counseling.
4. A 20 day probationary period, no participation in any co-curricular activity.
5. Re-test at the end of 20 days at the student's expense.
6. Notification of local police authorities of a positive drug test
7. At the end of the 20 day probation if the re-test is positive or if a second positive test occurs during the school year:
 - a. Three (3) day out of school suspension.
 - b. Possible recommendation for an alternative setting.
 - c. Elimination from all co-curricular activities for the remainder of the school year.

Exception: Steroids or similar chemicals could take more than twenty days to leave a student's system. In this case a doctor's written opinion is requested and is at the student's expense.

SUBSTANCES SCREENED

1. Amphetamines
2. Barbiturates
3. Benzodiazepines
4. Cocaine
5. Methaqualone
6. Opiates
7. PCP
8. THC (Cannabinoids)
9. Ethyl Alcohol

SELECTION METHOD

1. At the beginning of the school year and to be completed prior to the end of the first quarter, twenty percent of the affected students will be randomly chosen for drug screening. Sampling will be done each quarter of the school year. Twenty percent of the affected students will be tested each quarter unless there are no positive tests the prior quarter and the percentage will be reduced by five percent for the next quarter. Each school year this procedure will begin at the twenty percent level.
2. The random selection process is done by the drug testing company.
3. **Exception:** A single test can be requested by a group sponsor for reasonable suspicion.

PROCESSING TESTS

1. Random sampling of urine will be taken and tested by a contracted company.
2. **Exception:** A collection of urine will be taken by the school nurse and tested by a contracted company.

GROUPS TO BE TESTED GRADES 7-12

1. Basketball players
2. Baseball players
3. Softball players
4. Golf team players
5. Band members
6. Cheerleaders
7. Volleyball players

8. Track team members
9. Soccer players
10. Bowling team members

4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

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

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

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

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

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

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:
 - A definition or description of the desired target behavior or outcome in specific measurable terms;
 - A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
 - A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
 - A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
 - A plan for managing a crisis situation;
 - A system to collect, analyze, and evaluate data about the student;
 - The school personnel, resources, and training needed before implementation of the BIP; and

- The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

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

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

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

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

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

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

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

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

- Occurs within the context of data-based problem-solving and involves:
 - The review of existing records and other sources of information;
 - Diagnostic or historical interviews;
 - Structured academic or behavioral observations; and
 - Authentic, criterion-referenced, or norm-referenced tests; and
- Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

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

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

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

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

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

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

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

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

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

Positive Behavioral Supports

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

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

The District's positive behavioral support shall include:

- a. The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
- b. Holding a student positively accountable for meeting an established behavioral expectation;

- c. Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
- d. The following interrelated activities:
 - Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;
 - Focusing on preventing the development and occurrence of problem behavior;
 - Regularly reviewing behavior data to adapt the District's procedures to meet the needs of every student; and
 - Providing a multi-tiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.

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

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

Problem Solving and Intervention Team

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

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

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

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

Physical Restraint

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

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

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

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

- When imminent danger or serious physical harm to the student or others dissipates;
- If a medical condition occurs that puts the student at risk of harm;
- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- After the threat of imminent danger of serious physical harm to the student or others dissipates; or
- In the following manner:
 - To punish or discipline the student;
 - To coerce the student;
 - To force the student to comply;
 - To retaliate against the student;
 - To replace the use of an appropriate educational or behavioral support;
 - As a routine safety measure;
 - As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
 - As a convenience for school personnel; or
 - To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

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

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

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

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

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

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

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

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

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

Reports and Debriefing

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

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

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

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

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

- a. A member of school personnel who was present during the incident;

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

The purpose of the debriefing meeting shall be to:

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

At a debriefing meeting, school personnel shall:

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

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

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

Notes: A copy of the DESE Guidance on the Use of Restraint along with the Physical Restraint or Seclusion Incident Record and Debriefing Report can be found at:
<https://dese.ade.arkansas.gov/Offices/special-education/policy-regulations/guidance-and-resources>.

Cross Reference: 3.6—LICENSED PERSONNEL EMPLOYEE TRAINING

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

Date Adopted: 7/29/21

Last Revised: 6/27/22; 6/24/24

4.61—STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

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

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

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

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

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

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

Legal Reference: A.C.A. § 6-21-120

Date Adopted: 6/26/23

4.62—STUDENT NAME, TITLE, OR PRONOUN

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

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

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

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

Legal Reference: A.C.A. § 6-1-108

Date Adopted: 6/26/23

4.63—STUDENT RELIGIOUS EXPRESSION

The Flippin School District Board of Directors does not allow the discrimination against a student based on a student's voluntary religious expression, if any. At the same time, the District shall provide a process to eliminate any actual or perceived sponsorship or attribution to the District of a student's public voluntary expression of a religious viewpoint, if any.

Student Assignments

Student assignments include, but are not limited to:

- Homework;
- Classwork;
- Artwork; and
- Other written or oral assignments.

A student may express the student's religious viewpoint, if any, in the student's assignments without discrimination based on the religious content, if any. A student's assignments shall:

1. Be graded and judged:
 - By ordinary academic standards of substance and relevance; and
 - Against other conventional, pedagogical topics as identified by the District curriculum; and
2. Not be penalized or rewarded based on the religious content, if any, of the student's assignments.

Accommodation will be considered for those portions of instructional activities in the schools that unduly burden a student's sincere religious belief provided such accommodation doesn't amount to a significant change in curriculum, program, or course of instruction and when it is possible that a substitution of equally rigorous material that advances the same instructional goals can be arranged. Parents and students are advised that such accommodations are easier to grant when the objection is to non-state mandated Standards material than if the material is required by the Standards.

A student or the student's parent can request the student's teacher accommodate the student's objection based on a religious belief to an instructional activity. *The request must be made at least five (5) days prior to when the assignment is due. In the event of an appeal, the student will be given additional time to complete the original or alternative assignment, if offered, with no loss of credit or penalty for late work, at the conclusion of the appeal process.*

Upon receiving such a request, the student's teacher shall determine within five (5) work days if an accommodation is possible under the provisions of this policy. If the teacher decides an accommodation cannot be made or if the student or the student's parent believes the accommodation to be unreasonable, the student or the student's parent may request a conference with the teacher and the teacher's principal. A requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The principal shall have five (5) working days in which to make a decision on the appeal. If the student, the student's parent, or the teacher is unsatisfied with the principal's decision, it may be appealed to the District Superintendent who shall convene a conference between the student, the parent and the teacher. The requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The Superintendent shall have

five (5) working days in which to make a decision on the appeal which shall be final with no further right of appeal.

Student Presenters

A student's expression of a religious viewpoint, if any, on an otherwise permissible subject shall not be excluded from a forum, whether oral or in writing, where students are allowed to speak.

The District has the right to restrict student speech that is inappropriate in the school setting by being obscene, vulgar, offensively lewd, or indecent.

Review of written student forums shall be handled in accordance with Policy 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE.

If the forum is a scheduled event with designated student speakers, the building principal shall have an opportunity to review pre-written remarks prior to the student's presentation at the scheduled forum. The principal may require the student to amend the student's remarks to the extent necessary to address any portions that are determined to be inappropriate. A student's refusal to amend the remarks that were determined to be inappropriate may be prohibited from participation in the forum. A student who diverts from the approved pre-written remarks during a speech in such a manner that is determined to be inappropriate by the building principal or another present District staff member may be asked to return to the approved remarks. If a student refuses to return to the approved remarks or continues to divert from the approved remarks in a manner that is determined to be inappropriate may be escorted from the forum and disciplined in accordance with the District's Student Code of Conduct.

If the timing or format of the forum does not provide for pre-written remarks to be reviewed, then the building principal or other District staff shall have the authority to address a student whose remarks are determined to be inappropriate. The building principal or District staff member shall initially ask the student to cease the inappropriate remarks. If the student refuses or makes additional inappropriate remarks after being directed to cease such remarks, Then the building principal or District staff member may escort the student from the forum and the student may be disciplined in accordance with the District's Student Code of Conduct

There shall be a disclaimer that a student speaker's speech does not reflect the endorsement, sponsorship, position, or expression of the District. The disclaimer shall be provided at all forums where students speak and at all graduation ceremonies. The disclaimer shall be provided orally or in writing as most appropriately fits the format of the forum.

Information on how to participate in a student forum shall be provided to all students via the Flippin School District Handbook.

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

Legal Reference: A.C.A. § 6-10-139; A.C.A. § 6-18-101; A.C.A. § 6-18-120 et seq.

Date Adopted: 6/26/23

Last Revised: 6/24/24

POSSESSION AND USE OF CELL PHONES, AND OTHER ELECTRONIC DEVICES -- Policy 4.47

Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.

To protect the security of statewide assessments no electronic device, as defined in this policy, shall be accessible by a student at any time during assessment administration unless

specifically permitted by a student's individualized education program (IEP) or individual health plan; this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions. The prohibition in this policy does not extend to the electronic device the District provides the student for the student's use during assessment administration to the extent the student is using the District provided device to complete the assessment.

As used in this policy, "electronic devices" means any electronic device that can be used to transmit or capture images, sound, or data, which includes, without limitation, a:

- A. Cellular telephone;
- B. Paging device;
- C. Beeper;
- D. Mobile telephone that offers advanced computing and internet accessibility;
- E. Digital media player;
- F. Portable game console;
- G. Tablet, notebook, or laptop computer;
- H. Digital camera; and
- I. Digital video or audio recorder.

Misuse of electronic devices includes, but is not limited to:

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the device when not being used for reason #1 above;
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the device to record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

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

Before and after normal school hours, possession of cell phones, any paging device, beeper, or similar electronic communication devices, cameras, MP 3 players, iPods, and other portable music devices is permitted on the school campus. The use of such devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

A parent shall obtain approval from the student's building principal before operating a student-tracking safety device at school or at a school-sponsored event if the device has recording or listen-in capability. The District requires the device's recording and listen-in technology to be disabled while the device is on the campus or at the school-sponsored event because of student privacy concerns. The District prohibits unauthorized audio or visual recordings or transmission of audio or images of other students. The student's parent shall agree in writing to the requirement for the device's recording and listening-in technology to be disabled

and that the District may prohibit future use of the device on campus or at a school-sponsored activity if it is determined that the device's recording or listening-in capabilities were used in violation of this policy before the student safety tracking device may be on campus or at a school-sponsored event.

Students using or possessing, other than those devices properly stored, cell phones, ear buds, headphones, or other portable music devices during instructional time without the permission of the teacher shall have them confiscated. Confiscated cell phones and other electronic communication devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the content contained on any cell phones and other electronic communication devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

Students believed to violate the previous section have no right of privacy as to the content contained on any and other electronic communication devices that have been confiscated. The search itself would have to be tailored to the suspicion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.

No student shall use any wireless communication device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property. Violation may result in disciplinary action up to and including suspension.

Legal Reference: A.C.A. § 6-18-518; A.C.A. § 27-51-1602; A.C.A. § 27-51-1603; A.C.A. § 27-51-1609; A.C.A. § 6-15-2907; DESE Test Administration Manual; DESE Rules Governing Student Discipline and School Safety

Date Adopted: 9/06/05 Last Revised: 7/24/06; 4/07/08; 6/27/11; 6/25/12; 6/24/13; 6/22/15; 6/20/16; 6/26/17; 6/25/18; 6/25/18; 6/24/19; 7/27/20; 6/24/24

Flippin School District

Policy Regarding Prohibition of Cell Phones and Electronic Devices During Arkansas Assessments

Students are prohibited from possessing a cell phone or any other electronic device in a classroom or other location where any Arkansas assessment is being administered. Arkansas assessments include, but are not limited to The ACT, NWEA Map at 1st and 2nd, 3rd – 10th grade ACT Aspire, ELPA21, and Advanced Placement exams.

Flippin School District will clearly inform students that:

- Possessing an electronic device in a testing area violates school and state policy.
- Violation of this policy is grounds for confiscation and search of the device.

Test administrators, test proctors, and any school official will have the right to collect all electronic devices prior to the start of the test and to hold those devices during all scheduled test administration times, including snack break time. Any student that refuses to relinquish a prohibited device will be denied admission to the testing area.

The following procedures will be implemented when students enter a testing area:

- Electronic devices must be turned completely off. They may not be on “silent” or “vibrate” mode.

- Electronic devices may not be on a student’s body or in their possession. This includes being stored in clothing, pockets, purses, backpacks, etc.
- When a student enters a testing site, students will be directed to turn in all electronic devices to the test administrator or test proctor.
- All devices will be stored in a container during testing – away from the students. At the end of the testing period, devices will be returned to the students.

If an electronic device is found in the possession of a student during testing, the following procedures will be followed:

- Confiscate the electronic device.
- Check the device for pictures, texts, transmissions by applications (Facebook, Twitter, Snap Chat, Instagram, etc.) and any other recent use.
- Devices will be turned into the school office.
- If possible, run a data recovery program that is compatible with the device’s operating system.
- Continue testing the student.
- Contact the School Test Coordinator and District Test Coordinator for Instructions.
- Notify the principal.
- Contact DESE if it is determined that any information has been transmitted.
- At the completion of the testing session, interview the student regarding use of the device.
- If necessary, complete a Testing Impropriety Form and submit to DESE.
- Disciplinary Action could include:
 - Confiscation of phone
 - Principal referral after testing
 - Parent conference and appropriate handbook discipline

Prohibited electronic devices that will be collected include, but are not limited to:

- Cell phones
- iPads or any electronic tablet or eReader
- Laptops, notebooks, or any personal computing device
- iPods, MP3 players
- Blackberry devices or any other PDA
- Cameras
- Smart Watches/Apple Watches
- Any electronic device capable of recording audio, photographic, or video content
- Any electronic device capable of playing audio or visual content

In case of an emergency where parents or family members need to contact a student during testing times, they may call the school office.

Faculty: Test administrators, test proctors and test coordinators are allowed use of their cell phone during testing for communication with the District Test Coordinator, School Test Coordinator, Technology Coordinator or Administrator ONLY. Use of the camera, other email or text messaging, social media or games is prohibited.

If prohibited actions occur, these procedures will be followed:

- Contact the School Test Coordinator and District Test Coordinator for Instructions.
- Notify the principal.

- At the completion of the testing session, interview the proctor regarding use of the device, if necessary look at photos or messages to determine if any information has been transmitted.
- Contact DESE if it is determined that any information has been transmitted.
- If necessary, complete a Testing Impropriety Form and submit to DESE and DTC.
- Disciplinary Action could include:
 - Principal write-up
 - Ethics violation filing
 - Licensure Board investigation

Date Adopted: 3/24/2014; 6/20/2016 Revised: 6/24/19

DISRUPTION OF SCHOOL -- Policy 4.20

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

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

Legal References: A.C.A. § 6-18-511; DESE Rules Governing Student Discipline and School Safety
Date Adopted: 7/25/05 Last Revised: 7/24/06; 7/27/20

BULLYING -- Policy 4.43

Definitions

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

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

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

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

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

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

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

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

- Building a fake profile or website of the employee;
- Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- Posting an original or edited image of the school employee on the Internet;
- 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;
- Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- Signing up a school employee for a pornographic Internet site; or
- Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students

or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

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

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

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

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

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

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

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

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

- investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
 - a. That a credible report or complaint of bullying against their student exists;
 - b. Whether the investigation found the credible report or complaint of bullying to be true;
 - c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
 - d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
 5. Make a written record of the investigation, which shall include:
 - a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
 - b. Any action taken as a result of the investigation; and
 6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

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

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

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

Copies of this policy shall be available upon request.

Notes: DESE has created a guidance document on bullying that could be useful in developing staff and student training on bullying. The document can be found at <https://dese.ade.arkansas.gov/Offices/communications/safety/anti-bullying-and-violence-prevention>.

Legal Reference: A.C.A. § 6-18-514; A.C.A. § 5-71-217; DESE Rules Governing Student Discipline and School Safety

Date Adopted: 7/25/05 Last Revised: 7/24/06; 4/07/08; 6/27/11; 6/24/13; 7/28/14, 6/25/18; 6/24/19; 7/27/20; 6/27/22; 6/24/24

STUDENT ASSAULT OR BATTERY -- Policy 4.21

A student shall not threaten, physically abuse, attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor).

Any gestures; vulgar, abusive, or insulting language; taunting, threatening, harassing, or intimidating remarks by a student toward another person that threatens their well-being is strictly forbidden. This includes, but is not limited to, fighting, racial, ethnic, religious, or sexual slurs.

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

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

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

Legal Reference: A.C.A. § 6-17-106; DESE Rules Governing Student Discipline and School Safety
Date Adopted: 7/25/05 Last Revised: 6/24/19; 7/27/20

LASER POINTERS -- 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.

Legal References: A.C.A. § 6-18-512; DESE Rules Governing Student Discipline and School Safety
Date Adopted: 7/25/05 Last Revised: 7/27/20

WEAPONS AND DANGEROUS INSTRUMENTS -- Policy 4.22

Definitions

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

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

“Weapon” means any:

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

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

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

If a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon to school prior to any questioning or search by any school personnel in his/her a 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. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

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

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

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

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

Legal References: A.C.A. § 6-18-502; A.C.A. § 6-18-507; A.C.A. § 6-21-608; A.C.A. § 5-4-201; A.C.A. § 5-4-401; A.C.A. § 5-27-210; A.C.A. § 5-73-119(b)(e)(8)(9)(10); A.C.A. § 5-73-133; DESE Rules Governing Student Discipline and School Safety; 20 USCS § 7961

Date Adopted: 7/19/10 Last Revised: 6/27/11; 6/24/13; 6/22/15; 6/20/16; 6/24/19; 7/27/20; 6/24/24

TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS -- Policy 4.23

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

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

Legal Reference: A.C.A. § 6-21-609

Date Adopted: 7/25/05

Last Revised: 6/24/13

DRUGS AND ALCOHOL -- Policy 4.24

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

Therefore, no student in the Flippin School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy.

This policy applies to any student who:

- Is on or about school property;
- Is in attendance at school or any school sponsored activity;
- Has left the school campus for any reason and returns to the campus; or
- Is on route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to:

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

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—STUDENT MEDICATIONS.

Note: The possession or use of marijuana on school campus is prohibited even if a student has a medical marijuana patient card. The Arkansas Constitution Amendment 98 § 6 states:

(a) This amendment does not permit a person to:

...

(2) Possess, smoke, or otherwise engage in the medical use of marijuana:

(A) On a school bus;

(B) On the grounds of a daycare center, preschool, primary or secondary school, college, or university;

In general, Amendment 98 requires that a student with a patient card have any positive drug test be treated as if marijuana were any other prescription drug. Amendment 98 requires the student be actively impaired before the district can take any action, which is restricted as follows:

(b) This amendment does not require:

...

(6) A public school to permit a qualifying patient who is a student to be present on school grounds, to attend a school event, or to participate in extracurricular activities in violation of the public school's student discipline policies when a school office has a good faith belief that the behavior of the qualifying patient is impaired.

Legal References: A.C.A. § 6-18-502; DESE Rules Governing Student Discipline and School Safety; Arkansas Constitution Amendment 98 § 6

Date Adopted: 7/25/05 Last Revised: 6/25/12; 6/24/19; 7/27/20; 6/24/24

STUDENT DRESS AND GROOMING -- Policy 4.25

The Flippin School Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, and unsafe, could cause property damage, or are offensive to common standards of decency.

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however to a costume or uniform worn by a student while participating in a school-sponsored activity or event.

A student shall not be disciplined or discriminated against based upon the student's natural, protective, or cultural hairstyle. A student's natural, protective, or cultural hairstyle includes without limitation afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls, and hair styled to protect hair texture or for cultural significance.

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

Legal References: A.C.A. § 6-10-138; A.C.A. § 6-18-502(c) (1); A.C.A. § 6-18-503(c)

Date Adopted: 7/25/05 Last Revised: 6/27/11; 6/26/23; 6/24/24

GANGS AND GANG ACTIVITY -- Policy 4.26

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to students or school staff.

Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.

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

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

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

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

Legal References: A.C.A. § 6-15-1005(b) (2); A.C.A. § 5-74-201 et seq.

Date Adopted: 7/25/05 Last Revised: 6/27/11

STUDENT SEX DISCRIMINATION AND SEX-BASED HARASSMENT --

Policy 4.27

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

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

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

Definitions

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

“Complaint” means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged sex discrimination or sex-based harassment.

“Education program or activity” includes locations, events, or circumstances where the District exercised substantial control over both the respondent and the context in which the sex discrimination or sex-based harassment occurs.

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

“Sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:
 - a. Conditions the provision of an aid, benefit, or service of the District on an individual’s participation in sexual conduct; 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. Is subjectively and objectively offensive and so severe or pervasive that it limits or denies a person the ability to participate in or benefit from the District’s education program or activity based on the totality of the circumstances; or
3. Constitutes:
 - a. Sexual assault;
 - b. Dating violence
 - c. Domestic violence; or
 - d. Stalking.

“Supportive measures” means individualized services that are offered to the complainant or made available to the respondent designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or after the filing of a complaint or where no complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District’s educational environment, or deter sex-based harassment; counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; restrictions on contact between one or more parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

Within the educational environment, sex-based harassment is prohibited between any of the following: students; employees and students; and non-employees and students.

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

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;

- Telling sexual or crude jokes;
- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students or employees as to sexual activity or performance;
- Circulating or showing e-mails or Web sites of a sexual nature;
- Treatment based on an individual's pregnancy or pregnancy related conditions;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the individual self-identifies as homosexual or transgender.

Students who believe they have been subjected to sex-based harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sex-based harassment, are encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, Title IX coordinator, or administrator. If the District staff member who received a report of alleged sex-based harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sex-based harassment. As soon as reasonably possible after receiving a report of alleged sex-based harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a complaint;
- Explain to the complainant the process for filing a complaint; and
- Provide the complainant information on the District's grievance procedures.

Title IX Coordinator Initiated Complaint

In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, the Title IX Coordinator shall determine whether to initiate a complaint. When determining whether or not to initiate a complaint, the Title IX Coordinator shall consider the following factors, at a minimum:

1. The complainant's request not to proceed with initiation of a complaint;
2. The complainant's reasonable safety concerns regarding initiation of a complaint;
3. The risk that additional acts of sex discrimination or sex-based harassment would occur if a complaint is not initiated;
4. The severity of the alleged sex discrimination or sex-based harassment, including whether it would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
5. The age and relationship of the parties, including whether the respondent is a District employee;
6. The scope of the alleged sex discrimination or sex-based harassment, including information suggesting a pattern, whether the sex discrimination or sex-based harassment is ongoing, or the sex discrimination or sex-based harassment is alleged to have impacted multiple individuals;
7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination or sex-based harassment occurred; and
8. Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

After considering these and other relevant factors, the Title IX Coordinator may initiate a complaint if the Title IX Coordinator determines that the conduct as alleged:

- A. Presents an imminent and serious threat to the health or safety of the complainant or other person; or
- B. Prevents the District from ensuring equal access on the basis of sex to its education program or activity.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall notify the complainant prior to doing so and appropriately address reasonable concerns about the safety of the complainant or others, which may include providing supportive measures.

Supportive Measures

The District shall offer supportive measures to the complainant and make supportive measures available to the respondent that are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party before or after the filing of a complaint or where no complaint has been filed. The District shall provide the individualized supportive measures to the complainant unless declined in writing by the complainant and shall provide individualized supportive measures that are non-disciplinary and non-punitive to the respondent. A complainant who initially declined the District's offer of supportive measures may request supportive measures at a later time and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

The Title IX Coordinator shall designate an individual to whom the District's providing, denying, modifying, or terminating of supportive measures may be appealed. The designated individual shall have authority to modify or reverse the District's decision if it is determined that the decision to provide, deny, modify, or terminate the supportive measure(s) was inconsistent with the definition of supportive measures. A party shall have the opportunity to seek additional modification or termination of a supportive measure applicable to them if there is a material change in circumstances.

Students With Disabilities

If a complainant or respondent is a student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team or the student's 504 team to ensure compliance with the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973 throughout the grievance process.

Complaint

A complaint may be filed with the Title IX Coordinator in person, by phone, by mail, or by email. Upon receipt of a complaint, a District shall simultaneously provide the following written notice to the parties who are known:

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sex-based harassment including sufficient details known at the time to allow the parties to respond to the allegations. Sufficient details include:
 - ✚ The identities of the parties involved in the incident, if known;
 - ✚ The conduct allegedly constituting sex-based harassment; and
 - ✚ The date and location of the alleged incident, if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that retaliation is prohibited;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

- That the parties may inspect and review evidence relevant, and not otherwise impermissible, to the complaint of sex-based harassment; and
- That the District’s code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

The District may consolidate complaints of allegations of sex-based harassment where the allegations of sex-based harassment arise out of the same facts or circumstances and the complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.

When investigating a complaint and throughout the grievance process, a District shall:

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party’s voluntary, written consent or that party’s voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation; this includes evidence:
 - Whether obtained from a party or other source,;
 - The District does not intend to rely upon in reaching a determination regarding responsibility; and
 - That is either Inculpatory or exculpatory; and

- Create an investigative report that fairly summarizes relevant evidence.

At least five (5) days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least five (5) days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

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

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- To the party proposing the questions, provide an explanation regarding any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

No earlier than five (5) days following the completion of the investigation period, the No earlier than five (5) days following the completion of the investigation period, the decision-maker shall issue a written determination regarding responsibility. The written determination shall include:

1. Identification of the allegations potentially constituting sex discrimination or sex-based harassment;
2. A description of the procedural steps taken from the receipt of the ~~formal~~ complaint through the determination, including:
 - a. Any notifications to the parties;
 - b. Interviews with parties and witnesses;
 - c. Site visits;
 - d. Methods used to gather other evidence,; and
 - e. Hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
 - a. A determination regarding responsibility;
 - b. Any disciplinary sanctions imposed on the respondent; and
 - c. Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

The written determination shall be provided to the parties simultaneously. The determination regarding responsibility shall become final on the earlier of:

- If an appeal is not filed, the day after the period for an appeal to be filed expires; or

- If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

The District shall investigate the allegations in a complaint. If the conduct alleged in the complaint would not constitute sex-based harassment as defined in this policy even if proved; did not occur in the District's education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sex-based harassment under this policy. A dismissal for these reasons does not preclude action under another provision of the District's code of conduct.

The District may dismiss a complaint or any allegations therein, if at any time during the grievance process:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein;
- The District was unable to identify the respondent after taking reasonable steps to do so;
- The respondent is no longer employed or enrolled at the District;
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the complaint or allegations therein; or
- The District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination or sex-based harassment.

Upon the dismissal of a complaint for any reason, the District shall promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties.

The Title IX Coordinator may delegate the investigation or the determination as necessary to prevent a conflict from arising or the appearance of bias, including hiring an individual or individuals to conduct the investigation or to act as the decision-maker when necessary.

Appeals

Either party may appeal a determination regarding responsibility or from a dismissal of a ~~formal~~ complaint or any allegations therein, on the following bases:

- a. The existence of a procedural irregularity that affected the outcome of the matter;
- b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- d. An appeal of the disciplinary sanctions from the initial determination.

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and

7. Provide the written decision simultaneously to both parties.

Confidentiality

Reports of sex discrimination and sex-based harassment, both informal reports and complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:

- individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;
- Submit a report to the Professional Licensure Standards Board for reports alleging sex-based harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.

Except as listed above, the District shall keep confidential the identity of:

- ✚ Any individual who has made a report or complaint of sex discrimination;
- ✚ Any individual who has made a report or filed a complaint of sex-based harassment;
- ✚ Any complainant;
- ✚ Any individual who has been reported to be the perpetrator of sex discrimination;
- ✚ Any respondent; and
- ✚ Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

Emergency Removal

The District may remove a respondent from the District's education program or activity on an emergency basis only after the completion of an individualized safety and risk analysis that determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sex discrimination or sex-based harassment justifies removal. A removed student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

Retaliation Prohibited

Students, or the parents/legal guardians/ other responsible adult of a student, who submit a report or file a complaint of sex discrimination or sex-based harassment,; testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sex discrimination or sex-based harassment shall not be subjected to retaliation or reprisal in any form, including threats; intimidation; coercion; discrimination; or charges for code of conduct violations that do not involve sex discrimination or sex-based harassment, arise out of the same facts or circumstances as a report or complaint of sex discrimination or sex-based harassment, and are made for the purpose of interfering with any right or privilege under this policy. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Disciplinary Sanctions

It shall be a violation of this policy for any student or employee to be subjected to, or to subject another person to, sex discrimination or sex-based harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not have engaged in sex discrimination or sex-based harassment will be subject to disciplinary action up to, and including,

expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

Students who knowingly fabricate allegations of sex discrimination or sex-based harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including expulsion. A determination that the allegations do not rise to the level of sex discrimination or sex-based harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Barriers to reporting

The Title IX Coordinator shall monitor for barriers to reporting information about conduct that reasonably may constitute sex discrimination or sex-based harassment and shall take steps reasonably calculated to address such barriers.

Records

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

- Each sex discrimination or sex-based harassment investigation including:
 - Any determination regarding responsibility;
 - Any disciplinary sanctions imposed on the respondent;
 - Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
 - Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or complaint of sex discrimination or sex-based harassment, which must include:
 - The basis for the District's conclusion that its response was not deliberately indifferent; and
 - Document:
 - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
 - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.
- Records documenting the actions the District has taken to meet its obligations to eliminate sex discrimination, including reviewing barriers to reporting potential sex discrimination and the employee notification requirements, regarding each notification the Title IX Coordinator received of information about conduct that reasonably may constitute sex discrimination.

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

Date Adopted: 6/25/18

Last Revised: 7/27/20; 6/27/22; 6/24/24

VIDEO SURVEILLANCE -- Policy 4.48

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

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on

or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

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

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

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

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

Legal References: 20 USC 1232(g); 34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31; 20 U.S.C. 7115
Date Adopted: 4/7/08 Last Revised: 7/28/14; 7/27/20

SEARCH, SEIZURE, AND INTERROGATIONS -- 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.

Legal References: A.C.A. § 6-18-513; A.C.A. § 9-13-104; A.C.A. § 12-18-608, 609, 610, 613; A.C.A. § 12-18-1001, 1005

Date Adopted: 9/6/06

Last Revised: 6/27/11; 6/22/15; 6/24/19

CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY -- Policy 4.19

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

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

Students are eligible to receive district bus transportation if they live too great a distance to walk. The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student’s parent or guardian.

Legal Reference: A.C.A. § 5-60-122 A.C.A. § 6-19-119 (b); Ark. Division of Academic facilities and Transportation Rules; Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.0

Date Adopted: 7/25/05

Last Revised: 7/24/06, 6/24/19

CORPORAL PUNISHMENT-- Policy 4.39

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

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

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

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

Legal References: A.C.A. § 6-18-503 (b); DESE Rules Governing Student Discipline and School Safety; DESE Rules Governing Special Education and Related Services Section 11.00 - Discipline

Date Adopted: 7/25/05

Last Revised: 6/25/12; 6/24/19; 7/27/20

SUSPENSION FROM SCHOOL -- Policy 4.30

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Note: A.C.A. § 6-18-507(f) (3) requires attempts at contacting parents be made first by phone. If such contact fails, then contact may be by email, and if that is unsuccessful, contact may be by regular first class mail.

Legal References: A.C.A. § 6-18-507; DESE Rules Governing Student Discipline and School Safety; *Goss v Lopez*, 419 U.S. 565 (1975)

Date Adopted: 7/25/05

Last Revised: 4/07/08; 6/25/12; 6/20/16; 6/26/17; 6/24/19; 7/27/20

EXPULSION -- 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 that 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, ~~or~~ 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.

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

Date Adopted: 7/25/05

Last Revised: 10/27/08; 6/26/17; 6/24/19; 7/27/20; 6/26/23; 6/24/24

COMPLAINTS -- Policy 6.7

It is a goal of the Board and the District to be responsive to the community it serves and to continuously improve the educational program offered in its schools. The Board or the District welcomes constructive criticism when it is offered with the intent of improving the quality of the system's educational program or the delivery of the District's services.

The Board formulates and adopts policies to achieve the District's vision and elects a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent who is responsible for the effective administration and supervision of the District. Individuals with complaints concerning personnel, curriculum, discipline (including specific discipline policies), coaching, or the day to day management of the schools need to address those complaints according to the following sequence:

1. Teacher, coach, or other staff member against whom the complaint is directed
2. Principal
3. Superintendent

Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in Board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above.

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as a finder of fact, not unlike a jury in matters regarding student suspensions initiated by the Superintendent, expulsions, and personnel discipline. For this reason, the board may not be involved or informed prior to a board hearing on particular disciplinary matters.

Complaints that are related to district use or administration of federal funds generated through specific programs identified by the Division of Elementary and Secondary Education (DESE) and authorized in the Elementary and Secondary Education Act may be taken directly from a patron or by referral from DESE. If taken directly from a patron, the complaint may be submitted by either a signed statement or by a certified, recorded deposition or statement in which the complainant is identified. The complaints shall be addressed in the following manner.

1. The complaint shall be referred to the federal programs director, who shall assemble a team of at least two (2) people to investigate the complaint.
2. Throughout the investigation, sufficient notes and records will be taken and maintained to substantiate the position of the findings of the investigation.
3. The team will interview the complainant and others as necessary to enable the team to make a determination of the validity of the complaint. The team may consult with

individuals with knowledge or expertise in the matter which is the subject of the complaint, including legal counsel.

4. The investigation of complaints referred by the ADE shall be completed within thirty (30) calendar days of receipt of the complaint, unless a longer time period has been approved by the DESE.
5. The investigation of complaints made directly to the district shall be completed within forty (40) calendar days unless there are extenuating circumstances; in such a case, a preliminary report shall be made within forty (40) calendar days of receipt of the complaint, which shall include an explanation of the unusual circumstances requiring additional time to complete the investigation.
6. The report of the conclusions of the investigation shall be given to the complainant. It shall contain:
 - A summary of the allegations of the complaint;
 - A summary of the investigative actions taken by the team;
 - A summary of the findings concerning each alleged violation or implied violation; and
 - A statement of corrective actions needed to resolve the issues involved in each allegation and finding of the complaint.

Legal Reference: DESE Rules Governing Federal Program Complaint Resolution

Date Adopted: 7/25/05

Last Revised: 4/07/08, 6/24/19; 6/24/24

INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY – Policy 4.29

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

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

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

Technology Protection Measures

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

(A) Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

(B) Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

(C) Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use and Safety

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

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

Misuse of Internet

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

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

Legal References: Children's Internet Protection Act; PL 106-554; FCC Final Rules 11-125 August 11,2011; 20 USC 6777; 47 USC 254(h)(1); 47 CFR 54.520; 47 CFR 520(c)(4); A.C.A. § 6-21-107; A.C.A. § 6-21-111
Date Adopted: 7/28/14

FLIPPIN SCHOOL DISTRICT PROVIDED TECHNOLOGY USER ACCEPTANCE POLICY

Requirements

School Google Account

Flippin Public Schools will provide an account to be used for the school work and to log into the Chromebook. Personal google accounts are not permitted to login. These school provided accounts will make available all of the features and capabilities that google apps for education provides according to the student handbook policy.

Receiving the Device

Devices will be distributed once the parent and student have both reviewed and signed the Flippin School District Chromebook Acceptance Use Policy and Optional Insurance Coverage Form.

Returning the Device

Devices will be returned during the final weeks of school for students in grades 9-12 and BVA students. Seniors will return their device the week prior to graduation. In the event a student graduates early, withdraws, or is expelled from Flippin School District before the end of the school year, the device will be returned at that time. Students in grades 5-8 will return Chromebooks at the end of each onsite school day. Chromebooks in grades K-4 will remain in classrooms on onsite instruction days.

Failing to Return Device

Devices and accessories must be returned at the end of each school year. A student failing to return the device and accessories at the end of the year, or prior to his/her departure from Flippin School District, may be subjected to criminal prosecution or civil liability. A theft report will be filed with the local authorities if a school owned device is not returned.

Device Identification

Devices provided by Flippin School District are uniquely identified and labeled. Devices issued to each student will be assigned a unique identification for administrative purposes.

Device Inspection

Flippin School District will respect the privacy of the student's use of the device and will not track daily use at school or home unless deemed necessary. Students will make the device and device accessories available to Flippin School District faculty for necessary inspection, physical maintenance, and software maintenance.

Device Care and Responsibilities

- Handle the device with care while using the device in the classroom and transporting device between the school and home
- Insert charging cables carefully to avoid damage
- Clean device with a soft cloth to prevent scratches and damages
- Do not clean the device with cleansing liquids
- Do not leave the device in any unsupervised area
- Fully charge the device before arriving to Flippin School District each school day
- Students who fail to bring device to school may be required to complete class assignments without the device

General Precautions

- To avoid pressure damaging, do not lean on device
- Do not place heavy objects on the device
- Do not leave your device in a dirty area. Dirt and dust can accumulate on and underneath the device, causing damage

School Provided Software and Content

Flippin School District will provide the necessary applications for students to create, edit, and publish content for course materials and assignments.

Personal Software and Content

Flippin School District allows students to download school-approved software (apps, extensions, etc.) via the portal provided on the device. Flippin School District does not allow students to alter the integrity of the school provided device with illegal software. Downloading

illegal software to the device, also referred to as “Jailbreaking” or hacking, will result in disciplinary action.

Repairs

Students and parents are responsible for any damages incurred on the school provided device. Flippin School District's Technology Department will perform repairs on the school provided device.

Loss/Theft/Criminal Acts

Parents and students are required to file a police report in the event that a school provided device is stolen or vandalized. Copies of this report must also be provided to Flippin School District. Once a copy of the report has been given to Flippin School District, a student may be issued another device.

Found

Once the device is found and returned a refund may be issued if approved by the principal.

STUDENT VEHICLES -- Policy 4.33

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

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

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

Date Adopted: 7/25/05

Last Revised: 10/27/08; 6/25/11

Section 6: Student Health and Related Services

5.29—WELLNESS POLICY

The health and physical well-being of students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

The problem of obesity and inactivity is a public health issue. The Board of Directors is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Division of Elementary and Secondary Education (DESE) but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions that improve the health and physical activity of our students.

Wellness Committee

To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. The District committee shall include representatives from each appropriate grade level group (elementary, middle, and senior high) to ensure age-appropriate recommendations are made that correlate to the District's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference. The overarching goal of the committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, 10, and 11 of the Centers For Disease Control' (CDC) School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in the school district's support plan (SDSP), provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the SDSP.

The SNPAAC shall be made up of Individuals from the following groups to the extent interested persons from each group desire to be included in the development, implementation, and periodic review of the District's wellness policy:

- Members of the District's Board of Directors;
- School administrators;
- School nutrition personnel;
- Teacher organizations;
- Teachers of physical education;
- Parents;
- Students;
- Professional groups (such as nurses);
- School health professionals (such as school nurses, school counselors, and social workers); and
- Community members.

The SNPAAC shall provide written recommendations to the District's Child Nutrition Director concerning menus and other foods sold in the school cafeteria. Such recommendations shall be based, at least in part, on the information the Committee receives from the District on the requirements and standards of the National School Lunch Program and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.

The SNPAAC will meet at least quarterly. Meeting dates for the SNPAAC will be placed on the District's calendar.

School Health Coordinator

To assist the SNPAAC in ensuring that the District fulfills the requirements of this policy, a District level School Health Coordinator (Designated District Official) shall be appointed. In addition, a school level School Health Coordinator shall be appointed who shall be responsible for assisting the District level School Health Coordinator in ensuring that each school fulfills the requirements of this policy.

Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols. To promote

nutrition, physical activity, and other school-based activities that will improve student wellness, the District, working with the SNPAAC, has established the following goals:

1. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
2. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity;
3. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
4. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
5. Not use food or beverages as rewards for academic, classroom, or sports performances;
6. Establish class schedules and bus routes that do not directly or indirectly restrict meal access;
7. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
8. Abide by the current allowable food and beverage portion standards;
9. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's (USDA) Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;
10. Restrict access to competitive foods as required by law and Rule;
11. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of competitive foods.
12. Provide professional development to all district staff on the topics of nutrition and/or physical activity;
13. Utilize the School Health Index available from the CDC to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students.

Food and Beverages Outside of the District's Food Service Programs

The District will insure that drinking water is available without charge to all students throughout the school including, but not limited to, in the District's food service areas.

All food and beverages sold to students on school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages sold in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

All food and beverages provided, but not sold, to students on the school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages provided in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

Up to a maximum of nine (9) times per school year, school administration may schedule school wide events where food and beverages provided to students are not required to meet the

Federal Smart Snacks standards during the scheduled time. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar.

Food and beverages outside of the District's food service programs may not be sold, served, or provided to students in the District's food service areas during meal times.

Elementary students shall not have in-school access to vending machines.

The District does not place nutrition restrictions on food or beverages brought from home that are intended for personal consumption only.

Advertising

In accordance with the USDA regulations, oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product that are made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product shall only be permitted on school campus during the school day if they meet or exceed the Federal Smart Snacks standards. This restriction does not apply to:

- Materials used for educational purposes in the classroom, including, but not limited to:
 - The use of advertisements as a media education tool; or
 - Designing and implementing the health or nutrition curriculum;
- Clothing, apparel, or other personal items used by students and staff;
- The packaging of products brought from home for personal consumption; and
- Currently existing advertisements on school property, including but not limited to, the exterior of vending machines, posters, menu boards, coolers, trash cans, cups used for beverage dispensing, and other food service equipment; however, all future contracts and replacement items shall meet the Federal Smart Snacks standards.

Adoption Awareness Instruction

The District shall provide any information provided to students on the District's adoption awareness instruction that was in written form to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a pregnant student who is enrolled in the District.

Breast Feeding

In addition to providing age-appropriate education for students regarding the nutritional benefits of breastmilk and breastfeeding practices, the District shall provide:

- Space in the District's school facilities for District employees, students, and volunteers who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, that contains Access to a power source for a breast pump or any other equipment used to express breast milk where an employee, student, or volunteer can express breast milk;
- Space in the District's school facilities for District students who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, where a student can breastfeed the student's child;
- Permission to bring a breast pump and any other equipment used to express breast milk to school;
- Access to a place to safely store breast milk, which shall include, but not be limited to, a refrigerator or cooler in:
 - A nurse's office;
 - A teachers' lounge; or
 - Another private location or location with limited accessibility in which the breast milk may be safely secured;
- Access to a location to clean a breast pump and any other equipment used to express breast milk at school.
- Break time:

- To an employee or volunteer for the purpose of expressing breast milk that, to the extent possible, shall run concurrently with existing break times; and
- To a student that is a reasonable amount of time to accommodate the student's need to express breast milk or to breastfeed the student's child on the District's campus;
- That a student shall not incur an academic penalty for expressing breast milk or for breastfeeding the student's child on the District's campus; and
- A student the opportunity to make up any work missed due to expressing breast milk or for breastfeeding the student's child on the District's campus.

Child Care

The District shall provide student mothers and fathers information regarding available child care services.

Community Engagement

The District will work with the SNPAAC to:

- a. Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.;
- b. Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;
- c. Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games; and
- d. Encourage the development of and participation in family-oriented community-based physical activity programs.

The District will annually inform the public:

- Of the web address where the policy is located;
- Of any changes made to this policy since the previous year;
- Of the health and wellness priority goals in the District's SDSP;
- That a printed copy of the policy may be picked up at the District's central office; and
- The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts.

Assessment of District's Wellness Policy

At least once every three years, with input from the SNPACC, the District shall assess both the District as a whole and individual schools' status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the District's SDSP. The assessment shall be based, at least in part, on:

- The extent to which District schools are in compliance with this policy;
- The extent to which this policy compares to other model local school wellness policies;
- The annual reviews of this policy based on modules 1, 2, 3, 4, 10, and 11 of the CDC's School Health Index; and
- A description of the progress made in attaining the goals of this policy.

On the years the assessment occurs, the assessment results shall be reported to the public, including parents, students, and other members of the community as part of the District's annual report to the public.

The District will update the wellness policy based on the results from the three (3) year assessment.

District Website

The District will place on its website:

- The name, District phone number, and District email address for the District Level School Health Coordinator;
- The names, district phone numbers, and district email addresses for the School Level School Health Coordinators;⁵
- The names of the members of the SNPAAC;
- Meeting dates for the SNPAAC;
- Information on how community members may get involved with the SNPAAC;
- A copy of this policy;
- A copy of the annual review of this policy based on modules 1, 2, 3, 4, 10, and 11 of the CDC's School Health Index; and
- A copy of the most recent three (3) year assessment of this policy.

Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq. as amended by PL 111-296 (Section 204) of 2010. (Section 204 is codified at 42 U.S.C. § 1758(b)); Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.; 7 C.F.R. § 210.18; 7 C.F.R. § 210.31; A.C.A. § 6-16-158; A.C.A. § 6-18-234; A.C.A. § 6-18-719; A.C.A. § 6-20-709; A.C.A. § 11-5-116; A.C.A. §§ 20-7-133, 134, and 135; DESE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols; Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School; Commissioner's Memo CNU-17-010; Commissioner's Memo CNU-17-013; Commissioner's Memo CNU-17-016; Nutrition Standards for Arkansas Public Schools

Date Adopted: 6/25/12

Last Revised: 6/20/16; 6/26/17; 6/24/19; 6/26/23

HEALTH SERVICES -- Policy 5.18

The Board believes that healthy children promote a better learning environment, are more capable of high student achievement, and will result in healthier, more productive adults. Therefore, the goal of the District's health services is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils.

The District shall develop an age-appropriate seizure education program for the District's students consistent with training programs and guidelines developed by the Epilepsy Foundation of America.

While the school nurse is under the supervision of the school principal, the delegation of health care duties shall be in accordance with the Arkansas Nurse Practice Act and the Arkansas State Board of Nursing Rules Chapter Five: Delegation of Nursing Care.

Annually, the information reported in the Division of Elementary and Secondary Education Health Services Survey shall be provided to the Board.

Legal Reference: A.C.A. § 6-18-709; A.C.A. § 6-18-720

Date Adopted: 7/25/05 Revised: 6/24/19; 7/29/21; 6/26/23

COMMUNICABLE DISEASES AND PARASITES -- Policy 4.34

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: chicken pox, measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be

subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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

In accordance with 4.57—IMMUNIZATIONS, the District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13. That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. A student enrolled in the District who has an immunization exemption may be removed from school at the discretion of the Arkansas Department of Health during an outbreak of the disease for which the student is not vaccinated. The student may not return to the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up immediately for treatment. If a child is found to have only nits present, the student will remain at school and the parents or legal guardians will be notified for treatment to occur after school hours. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

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

Legal References: A.C.A. § 6-18-702; Arkansas State Board of Health Rules Pertaining To Immunization Requirements; Division of Elementary and Secondary Education Rules Governing Kindergarten through 12th Grade Immunization Requirements

Date Adopted: 7/25/05

Last Revised: 6/25/12; 6/20/16; 6/24/19; 6/27/22

STUDENT MEDICATIONS -- Policy 4.35

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

Unless authorized to self-administer, or otherwise authorized by this policy, students are not allowed to carry any medications, including over-the-counter (OTC) medications or any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, while at school. The parent or legal guardian shall bring the student's medication

to the school nurse. The student may bring the medication if accompanied by a written authorization from the parent or legal guardian. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity and type of the medication(s). If the medications are brought by a student, the school nurse shall ask another school employee to verify, in the presence of the student the quantity of the medication(s). Each person present shall sign a form verifying the quantity and type of the medication(s).

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

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

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

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

Schedule II Medications

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

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

Self-Administration of Medication

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

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

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

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and

2. A written order from the student's treating physician stating that the student:
 - a. Is capable of completing the proper method of self-administration of the stress dose medication; and
 - b. Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

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

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

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

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

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

Emergency Administration of Glucagon and Insulin

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

1. An IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. A current, valid consent form on file from their parent or guardian.

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

Emergency Administration of Epinephrine

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

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

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

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

Emergency Administration of Albuterol

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

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

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

Emergency Administration of Anti-opioid

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

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

Emergency Administration of Emergency Adrenal Insufficiency Medication

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

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

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

Seizure Disorder Medications

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

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

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

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities; Division of Elementary and Secondary Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin, Glucagon, and Medication for Adrenal Insufficiency or Adrenal Crisis to Arkansas Public School Students; A.C.A. § 6-18-701; A.C.A. § 6-18-707; A.C.A. § 6-18-714; A.C.A. § 6-18-717; A.C.A. § 6-18-720; A.C.A. § 6-18-721; A.C.A. § 17-87-103 (11) and (14); A.C.A. § 20-13-405; A.C.A. § 6-18-711

Date Adopted: 7/25/05 Date Revised: 7/24/06; 6/27/11; 6/25/12; 6/24/13; 6/22/15; 6/25/18; 6/24/19; 7/29/21; 6/27/22; 6/26/23; 6/24/24

STUDENT ILLNESS/ACCIDENT -- 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 place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.

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

Date Adopted: 7/25/05

PHYSICAL EXAMINATIONS OR SCREENINGS -- Policy 4.41

The Flippin School District conducts routine health screenings such as hearing, vision, and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings shall be to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve to their full potential.

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

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

Note: This policy is not intended to and does not cover invasive physical examinations. "Invasive Physical Examinations" is defined in federal law as any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body. It is our understanding that most students who would receive an invasive physical examination would do so as part of the student's individual health plan (IHP) or while at a school based health clinic; neither situation is intended to be covered by this policy.

In the event a student did not fall under one of the above situations, districts should be aware that an invasive physical examination requires that the student's parent/legal guardian be "directly" notified of the specific or approximate dates (to the extent known) during the school year when the invasive physical examination is scheduled within a reasonable period of time that would provide the parent and opportunity to object. Parents of a student whose IHP covers an invasive physical examination have granted permission for that specific type of exam as part of the establishment of the IHP.

"Directly notified" means by mail or email; inclusion in the student handbook does not meet the law's requirements.

Districts with students who participate as athletes in the Arkansas Special Olympics programs should be aware that the student's physical examination for participation in the program must be signed by either an advanced practice nurse or a licensed physician. Many of the participating students often have multiple health challenges, which can sometimes be deadly in the right

circumstances (These are often referred to as “co-morbidities”.) As a result, it is important that the Special Olympics athlete medical form be completed by the parent and the qualified health care provider. A copy of the medical form can be found on the Policy Resources Page at <https://arsba.org/policy-resources>.

Legal Reference: A.C.A. § 6-18-701

Date Adopted: 7/25/05

Last Revised: 6/20/16

THERAPY ANIMALS - Policy 7.19.1

Definitions

“Therapy animal” means an animal that is a graduate of a program through an assistance dog organization that is a member of Therapy Dogs International or a similar nonprofit organization that attempts to select the highest standard of training for animals for the purpose of emotional support, well-being, comfort, or companionship to school district students. Therapy animals are the personal property of a school district employee or volunteer and are not owned by the school district. Therapy animals do not meet the definition of “service animals” under the Americans with Disabilities Act.

“Therapy animal handler” means an employee of the school district or volunteer who has received training and passed an evaluation from Therapy Dogs International or a similar nonprofit organization for handling a specific therapy animal and who will be handling and overseeing care of that specific therapy animal for the entire time the animal is on a District campus.

The District recognizes that specially trained therapy animals can provide educational benefits for District students. District staff who wish to have therapy animals made available to students shall submit a plan to the building principal. The proposal shall address all of the following areas:

1. The location for the therapy animal to be kept when the therapy animal is on campus, which must meet all of the following conditions:
 - a. Direct access to the outdoors to permit the therapy animal to enter and exit the building without using the building’s interior hallways;
 - b. Free of an intake for the building ventilation system or an independent ventilation system;
 - c. Non-porous surfaces, including carpet-free floors, for easy hair removal, cleaning, and sanitation;
2. The proposed therapy animal or the therapy animal service provider:
 - a. The certification the proposed therapy animal has received, including the training required to receive the certification;
 - b. the credentials of the certification providers;
 - c. Copy(ies) of the temperance evaluation (s) of the proposed therapy animal;
 - d. The credentials of the temperance evaluator(s);
 - e. Proof Demonstrating the therapy animal is current on all vaccinations;
3. Students:
 - a. The set(s) of students whom the therapy animal is intended to serve;
 - b. Proposed training to be provided to students on the appropriate behavior and treatment of the therapy animal;
 - c. Consequences for inappropriate treatment of the therapy animal;
 - d. The anticipated goals for and intended uses of the therapy animal;

4. The therapy animal's handler must provide:
 - a. The individual(s) who will be responsible for handling the therapy animal;
 - b. Training obtained by the proposed handler(s);
 - c. The credentials of the providers of the handler's training;
 - d. Proposed schedule for the handler(s) to provide necessary care for the therapy animal, including exercise, feeding, watering, bodily functions, and any cleanup resulting from caring for the animal; and
 - e. Proof of an insurance policy that provides liability coverage for the therapy animal while on District property.

The building principal may reject the proposal if:

- The proposal does not meet the requirements of this policy;
- The principal does not perceive any educational benefit to be achieved based on the information contained in the proposal;
- The building principal believes that the time required to meet the needs of the therapy animal is inconsistent with the assigned duties of the school employee(s) proposed as the therapy animal's handler(s); or
- The proposal is otherwise inconsistent with the needs of the school or school building.

The building principal shall submit any proposal the principal desires to be approved to the superintendent, or designee, for final review and approval. If the superintendent, or designee, approves the proposal, the superintendent, or designee, shall submit written approval for an individual documented therapy animal or for a therapy animal service before the individual animal or an animal provided by the therapy animal service may be present on a District campus.

Any approved therapy animal program may have its approval suspended or curtailed, at any time, for any reason. District employees shall not receive any additional pay, stipend, or compensation for providing the therapy animal or for being the handler and/or the owner of the therapy animal. The supervision and care of the approved therapy animal is solely the responsibility of the therapy animal handler(s) when the therapy animal is on a District campus. The therapy animal handler will assume full responsibility and liability for any damage to school district property or injury to district staff, students, or others while the therapy animal is on a District campus. The therapy animal handler must maintain an insurance policy that provides liability coverage for the therapy animal while on District property.

Approved therapy animals must be clean, well groomed, in good health, house broken, and be current on all vaccinations and immunizations. An approved therapy animal shall have appropriate identification identifying it as a therapy animal at all times while on District property. The therapy animal shall be under the control of the therapy animal's handler(s) at all times, which requires the therapy animal be attached to the therapy animal's handler by means of a leash or harness whenever the therapy animal is on District property and outside of its designated room.

The building principal is to receive a verbal report within fifteen (15) minutes of any act of aggression or defensive behavior by the therapy animal towards a human, which includes vocalizations such as growling, or any aggressive or inappropriate behavior by a student directed toward a therapy animal. A full written incident report shall be submitted to both the building principal and the superintendent, or designee, before the close of the following school day. An act of aggression or defensive behavior by a therapy animal shall result in:

- An immediate end of the current student's session with the therapy animal;

- The prohibition of any further interactions between the therapy animal and students for the remainder of the school day; and
- Exclusion of the therapy animal from campus until the superintendent, or designee, completes an investigation and authorizes the therapy animal's return to campus.

At no time will a therapy animal be taken through a District building to meet with a student. Students who have time scheduled with a therapy animal shall go to the room where the therapy animal is located. A student shall not schedule or attend a session with the therapy animal until the student's parents, or the student if over eighteen (18) years of age, provides written authorization for the student to use the services of a therapy animal.

If a student demonstrates symptoms of an allergic reaction during or after a session with the therapy animal, the student's parents shall receive written notification of the possibility of their student's allergy and that the student shall not have any future sessions with the therapy animal. If other student's in the same classroom demonstrate symptoms of an allergic reaction following a student's return to class after a session with the therapy animal, no further sessions with the therapy animal shall be scheduled for students in that classroom and the parents of a student who demonstrated symptoms of an allergic reaction shall receive written notification of their student's possible allergy.

This policy is not intended to, and does not, allow students, parents, or staff to bring emotional support animals onto any District campus. Individuals who bring an animal onto a District campus that does not meet the definition of a service animal under policy 7.19—SERVICE ANIMALS or that has not been approved under this policy shall be asked to leave campus. Repeated violations may result in disciplinary or legal action.

Date Adopted: 6/25/18

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

The Flippin School District shall work with area law enforcement in a manner consistent with applicable state law and Division of Elementary and Secondary Education Rules to communicate the presence of a sexual offender. When necessary, law enforcement may contact building principals to provide information concerning registered sex offenders. The decision regarding the school principals to be notified rests solely with law enforcement officials; law enforcement officials use a rating system to determine who needs to be notified, which is according to the sex offender's dangerousness to the community.

In turn, building principals should notify any employee who is regularly in a position to observe unauthorized persons on or near the school's property in the ordinary course of their employment. Employees notified could include any of the following: aides, bus drivers, coaches, maintenance staff, professional support staff, school level administrative staff, security personnel, teachers' assistants, and teachers.

It is important that school personnel who receive sex offender notifications understand that they are receiving the sex offender notifications in their official capacity and are **not** to disseminate information about an offender to anyone outside the school. If school personnel are asked about notification information by an organization using school facilities, the organization should be referred to the area law enforcement agency that issued the notice.

Persons **not** to be notified, except at the specific discretion of area law enforcement officials, include: members of parent-teacher organizations, other schools, organizations using school facilities, students, parents or guardians of students, and the press. District personnel may

inform the press about procedures that have been put in place and other general topics, but may not reveal the name or any other specifics regarding an offender.

A parent or guardian who is a Level 1 or Level 2 sex offender shall be allowed to enter the school campus to attend parent-teacher conferences or any other activity that is appropriate for a parent, guardian, or community member.

Level 3 and Level 4 sex offenders may only enter the school campus in the following instances:

1. The offender is a student attending school in the district;
2. To attend a graduation or baccalaureate ceremony;
3. It is a non-student contact day according to the school calendar or no school-sponsored event is taking place on campus;
4. The offender is a parent or guardian of a student enrolled in the district and goes directly to the school office to have school personnel deliver medicine, food, or personal items for the student;
5. The offender is a parent or guardian of a student and enters the school campus where the student is enrolled to attend a scheduled parent-teacher conference **and** the offender is escorted to and from the conference by a designated school official or employee.

A Level 3, but not a Level 4, sex offender may attend a school sponsored event for which an admission fee is charged or tickets are sold or distributed if the sex offender:

- Is the parent, guardian, great-grandparent, or is related by blood or marriage within the second (2nd) degree of consanguinity¹ to a student enrolled in the public school;² and
- Notifies the administration of the school in writing at least twenty-four (24) hours before the start of the event that he or she will be attending the event.

A Level 3 and Level 4 sex offender who is the parent or guardian of a child enrolled in the district and who wishes to enter the school campus in which the student is enrolled for any other purpose than those listed above, must give reasonable notice to the school principal or his/her designee. The principal or designee may allow the sex offender to enter upon the campus provided there is a designated school official or employee to escort and supervise the sex offender while they remain on campus. The sex offender shall not enter upon the school campus until such time as a designated school official or employee is available.

Copies of the notification from law enforcement should be kept in a secure place accessible to teachers and staff, but should not be posted on school bulletin boards or made available to students or members of the community at large.

Legal References: Division of Elementary and Secondary Education Guidelines for “Megan’s Law”; A.C.A. § 5-14-132; A.C.A. § 12-12-913 (g) (3); A.C.A. § 28-9-212

Date Adopted: 6/24/19

EMERGENCY DRILLS -- Policy 4.37

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

The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement, medical professionals, fire department officials, and emergency management personnel. The lockdown drill training will include use of the District’s emergency communication method with law enforcement. Students will be included in the drills

to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.

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

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

Notes: Districts are required to conduct a comprehensive school safety assessment to assess the safety, security, accessibility, and emergency preparedness of district buildings and grounds in collaboration with local law enforcement, fire, and emergency management officials. The school safety assessment must be conducted at least once every three (3) years, with the initial school safety assessment being completed by no later than August 1, 2024. The comprehensive school safety assessment shall be conducted by more than one (1) individual, which must include at least one (1) individual who is not assigned to the district facility being assessed. The comprehensive school safety assessment shall include at least all of the following:

- Safety and security of the site and exterior of buildings;
- Access control;
- Safety and security of the interior of buildings;
- Monitoring and surveillance, including without limitation type and extent;
- Communication and information security;
- Review of emergency operation plans; and
- School climate and culture.

When developing your school safety plan, be sure to review and address the items set forth in A.C.A. § 6-15-1303(j).

Legal Reference: A.C.A. § 12-13-109; A.C.A. § 6-10-110; A.C.A. § 6-10-121; A.C.A. § 6-15-1302; A.C.A. § 6-15-1303; A.C.A. § 6-15-1304; Ark. Division of Academic Facilitates and Transportation Rules Governing Maintenance and Operations of Ark Public School Buses and Physical Examination of School Bus Drivers 4.03.1

Date Adopted: 7/25/05 Date Revised: 7/24/06; 4/07/08; 6/24/13; 7/28/14; 6/22/15; 6/20/16; 7/27/20; 7/29/21; 6/26/23

CRISIS SITUATIONS AT SCHOOL

The Flippin Public Schools, in conjunction with the city police, city officials, and Marion county officials, has implemented a school board adopted "Crisis Plan" to address immediate needs for the safety and welfare of all students, staff, and visitors on campus. Each staff member has in their possession a written plan to be implemented in case of an emergency situation. The students will practice evacuations, taking shelter, etc., frequently, to keep them aware of safe procedures in case of any crisis situation.

In the event of a crisis situation, school personnel are trained along with city officials, law enforcement and emergency personnel to take charge and implement immediate safety procedures. Parents will be kept informed and students will be released to the parent when the situation is safe. Parents will be informed of crisis situation through local media disbursement and/or school spokesperson. Staging areas will be announced for parents to receive information or retrieve their child. Prospective staging areas will be the Flippin First Baptist Church, Ranger

Boats, or Hickey Park in Flippin. Other areas may be necessary and will be announced as needed.

STORM DRILLS

ALARM: Continuous ring of the bell system

Storm drills will be conducted two times during each year. Students have been instructed on plans for these drills.

If there is no tone, notification will be by runner.

1. When alarm is sounded, students move quietly into interior hallways or designated areas.
2. Students are to kneel on floor with head on knees and hands on back of neck. (Quietness is important.)
3. Check student roll.
4. Remain in this position until an all-clear bell sounds. This will be two short rings.

FIRE DRILLS

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

- **Signal:** distinct intermittent horn.
- If there is no horn notification will be by runner.

ALARM: Several broken blasts on the bell system

- Fire Drills are necessary for two reasons:
 - They are required by law
 - The student must know how to leave the building quickly, quietly, and safely.

During fire drills, the student will **WALK** as fast as traffic will allow, but he/she will never run; and he/she will remain silent.

The student can expect at least one fire drill each month. The teacher will leave the classroom last, having determined that:

- All students have left the classroom.
- Windows are all closed.
- The lights are turned out.
- The door is closed.
- In addition, he/she will carry the roll book to call roll if necessary.

FIRE MARSHALS: Fire Marshals are chosen by the fifth grade teachers based on their responsibility, dependability, and willingness to serve the school. Nine Marshals are chosen each year from the fifth grade to perform those duties as prescribed by the principal. Fire Marshals within Flippin Middle School and High School will be selected by the respective principals from a submitted list.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT-(DISTRICT)- Policy 6.11

The Flippin School District understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parent, family, and community engagement

that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the district shall work to

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

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

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand. The Division of Elementary and Secondary Education has created a parent, family, and community engagement toolkit that may be used in the creation of your plan. The toolkit is located at <https://dese.ade.arkansas.gov/Offices/public-school-accountability/engagement>.

A.C.A. § 6-28-116 requires that a district's military liaison must be involved in the development of the district's parent, family, and community engagement plan.

Legal References: 20 U.S.C. § 6318; A.C.A. § 6-15-1702; A.C.A. § 6-15-1703; A.C.A. § 6-15-1704; A.C.A. § 6-28-116; Division of Elementary and Secondary Education Rules Governing Parent Involvement Plans and Family and Community Engagement; Commissioner's Memo COM-20-021
Date Adopted: 7/25/05 Last Revised: 6/25/18; 6/24/19; 7/27/20; 7/29/21; 6/26/23

SCHOOL-PARENT COMPACT

Flippin Schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact became effective during 2008-09 school year.

School Responsibilities

Flippin Schools will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
Flippin Schools is dedicated to providing its students with a high quality education that challenges each student to achieve to their maximum potential. Each school within the district will create an environment conducive to achieving this goal. Curricula will be aligned with the DESE Frameworks and used to plan instruction leading to student proficiency on Arkansas' content standards. Student achievement will be increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Parent Teacher conferences are scheduled twice a year to be held during the fifth week of each semester. All schools participate in the parent teacher conferences in order to provide students and parents with feedback that will help students reach their educational potential. The parent teacher conferences planned in a timeframe so that the maximum number of parents can participate without having work conflicts.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
Not only will teachers contact parents during scheduled parent teacher conferences but they will also provide student reports via email, postal service, telephone calls, and individual conferences as the need arises throughout the school year.
4. Provide parents reasonable access to staff... Specifically, staff will be available for consultation with parents as follows:
Teachers are available on daily basis as requested by the parents. This availability includes times before, during, and after school should the need arise. Flippin Schools is accessible to parents and community at all times in an effort to create a positive learning environment for students and a positive hospitality for parents/community. All visitors are requested to check in at the specific school's office in observance of security measures.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
Flippin Schools understands the importance of parent and family engagement which includes volunteering. Parents serve on various school and district committees, help within specific classrooms, participate in off-campus activities, and in any other capacity as opportunities arise.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitor attendance.
- Make sure that homework is completed.
- Monitor the amount of television time and Internet connectivity
- Volunteer in my child's classroom as work responsibilities allow.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities as Appropriate to Grade Level

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities

Flippin Schools will:

1. Involve parents in the planning, review, and improvement of the school's parent engagement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parent engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum,

the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Flippin School will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parent involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

STUDENT RECORDS POLICY --- Family Educational Rights and Privacy Act (FERPA)

Student records are defined as any data collected or official record filed with the principal, his secretary, or the school counselor. The intent of this policy is to establish procedures for granting requests of parents for access to their child's records, use of the data and procedures for their transmittal. The school will transmit all requested records within ten working days.

A. Persons having access to records:

1. The parent or legal guardian upon written request to the principal.
2. The student who is eighteen years of age or older.
3. School personnel having access to those data as any person or persons under contract to the district and directly involved in working toward either the affective or cognitive goals of the system.

B. Forms to be used for release of information:

1. Student record (Releases Information).
2. Document of pupils records.
3. Reports of prospective employers.
4. Request of permission to release school records to a third party.
5. Notification of transfer of permanent pupil record to another school system.

Before the Flippin School can release school records of students to another school or an employer, the office must have a release form signed by the parent or, if the student is eighteen years of age or older, by the student. Students, parents, or guardians may correct educational records which they believe are inaccurate, misleading or inappropriate by filing a written statement with the building stating reasons for needed changes or deletions. Directory information may be given to colleges and the military without parent signatures. If a parent does not want this information given out, a letter to this effect must be on file in the school office.

TITLE IX

Flippin Schools shall not exclude from participating in, or subject to discrimination under any education program or activity against any person on the basis of gender. Male and female students are eligible for all services and financial aid without discrimination on the basis of gender. The grievance officer for this policy is the superintendent of the school.

STATE RESIDENCY LAW

Section 165 of Act 169 of 1931, the same being Arkansas Statute 80-1501: the public schools of any school district in this state shall be open and free through completion of the secondary program, to all persons between the ages of five and twenty-one years who are domiciled in the district or, in the case of minors, whose parents or legal guardian are domiciled in the district, or to all persons between these ages who have been legally transferred to the district for education purposes. Effective date: June 17, 1981.

NON-RESIDENT STUDENTS

Non-resident students who are not under disciplinary action by their former school may be admitted by permission of their board and Flippin School Board.

SEARCH & SEIZURE

1. Flippin School District will create and maintain a climate in the school that assures the safety and welfare of all students.
2. Desks, cubbyholes, or lockers are assigned to students to store any item which is necessary for the daily routine of school classes and activities. School authorities reserve the right to conduct a search of desks, cubbyholes, lockers, etc., if there is reasonable belief that a controlled substance, weapon or other contraband is present.
3. School authorities, with reasonable cause, may make a personal search to include purses, backpacks, pockets, or cars to seize any illegal contraband, dangerous weapon, or stolen property.

FAMILY KIT

Welcome to Flippin School

Family Kit Introduction-This kit was designed to allow each family of the *Flippin Public Schools* to become an active part of educating our students. We encourage parents and family members to visit our campus. If you wish to have a conference, appointments can be made by calling each of the school's respective office.

Forward:

A child's education is a responsibility shared by the District and family during the entire time a child attends school. To support the goal of the Flippin School District to educate all students effectively, parents and schools must work together.

Parents in the Flippin School District are diverse in culture, language and needs, and they are an integral component of the District's ability to provide for the educational successes of the student.

The Flippin School District believes that engaging parents in their children's educational endeavors is essential to improving student achievement and that the District should foster and support actual parent engagement in all of its educational endeavors.

We hope these family kits encourage communication with parents. Our goal is to create communication that is both two way and meaningful.

PARENT CENTER

A *Parent Engagement Center* has been established to allow parents to obtain materials to help students with projects, computers, printers, copier, family resources, etc. This is available during school hours and after hours.

We are fortunate to have some opportunities for parents to become more actively involved with their child's academic progress in school. Parent Engagement information is located in each school's office. Resources include: Parent/Community/Family Engagement meeting minutes, Parent/Community/Family Engagement Plans, Volunteer Resource book and sign-up sheets, Parent Surveys, and Informational Brochures on child development and academic growth.

Need Help?

Parenting is the most important and the most difficult job there is today. Everybody needs a little help now and then. Feel free to come by and pick up some 'helpful' parenting hints that we have made available in our counselor's office. We have purchased child care books, magazines and other informative materials that you may find helpful.

What if problems come up??

Parent's discussions of disagreements with teachers need to be based on knowing the facts.

- **Parents may talk directly with the teacher about the problem.** The best approach is to address complaints at first directly to the teacher, either in person or by telephone, and then to other school personnel in the order specified in the student handbook. Sometimes the teacher is unaware of the child's difficulty or perception of a situation. It is important to check the facts directly with the teacher before drawing conclusions or allocating blame. Direct contact is necessary to define the problem accurately and to develop an agreement about how best to proceed.
- **Parents can avoid criticizing teachers in front of students.** Criticizing teachers in front of students does nothing to address the problem. Criticism may foster arrogance, defiance, and rudeness toward teachers. Student's respect for authority figures is generally a shared goal of parents and school staff.
- **Parents can choose an appropriate time and place to discuss the disagreement.** Parents should keep in mind that the end of the day, when both teachers and parents are tired, is probably not the best time for a discussion involving strong feelings. If an extended discussion is needed, make an appointment with the teacher.

Recommended Role of the Parent

Parents have an important role to play in fostering open communication between themselves and teachers. They can

- **INTRODUCE THEMSELVES.** At the beginning of the school year, parents can contact teachers and let them know when they can be reached most easily to discuss their child's

classroom experience, and how they would prefer to be contacted (telephone, email, letter, etc.)

- BE INVOLVED IN CLASSROOM AND SCHOOL ACTIVITIES AT WHATEVER LEVEL WORK AND FAMILY RESPONSIBILITIES ALLOW. If parents cannot volunteer or go on field trips, they can let the teacher know that they are interested in helping in other ways with a special display or some activity that can be done on an occasional weekend, for example. They can let the teacher know that they have skills they would be willing to share even if they are not sure how they can be useful in the classroom. Or, they can let the teacher know that special circumstances (an extremely ill parent, or an especially demanding job, for example) prevent them from being formally involved, but that they are always interested in how their child is doing and would welcome communications about their child on a regular basis, not just when there's a problem.
- INITIATE REGULAR CONTACT. Parents need not wait for the teacher to call them. Parents can contact the teacher at time the teacher has indicated are convenient.

Recommended Role of the Teacher

- The foundation for good parent-teacher relationships is frequent and open communication. Both teachers and parents share the responsibility for creating such a foundation. There are several strategies teachers use to establish a climate conducive to open communication. Teachers can:
- LET PARENTS KNOW HOW AND WHEN THEY CAN CONTACT THE SCHOOL AND THE TEACHER. As early in the school year as possible, teachers can explain that: (1) they can be reached at specific times or in specific ways; (2) they can be contacted directly as questions or concerns arise; and (3) they have given a lot of thought to their teaching philosophy, class rules, and expectations. In addition to personal interaction, teachers often use newsletters or letters home to provide this information to parents, perhaps including a phone number and, if available, an electronic mail address by which they can be contacted. Some teachers encourage two-way communication by including in newsletters or letter home a short survey about children's interests or parent's hopes or expectations for the school year.
- PRACTICE AN OPEN-DOOR POLICY. Teachers can invite parents to visit the class at any time that is convenient to the parent. When they visit, parents can monitor their child's perceptions of a situation and see for themselves what the teacher is trying to achieve with his or her students.
- ELICIT EXPRESSIONS OF PARENTS' CONCERNS AND INTEREST IN PREPARATION FOR PARENT-TEACHER CONFERENCES. Some schools organize parent teacher meetings to discuss their goals early in the school year. On these occasions, teachers can ask parents to share their main concerns and goals for their child. Brief questionnaires and interest surveys also provide a good basis for meaningful discussions in parent-teacher conferences.
- INVOLVE PARENTS IN CLASSROOM ACTIVITIES. Teachers can let parents know how they can be helpful and solicit parents' assistance with specific activities. The more involved parents are in what goes on in the classroom, the more likely they are to understand the teacher's goals and practices.

Recommended Role of the Administration

Those who manage elementary, middle, and secondary schools are called principals. They asset the academic tone and hire, evaluate, and help improve the skills of teachers and other

staff. Principals confer with staff to advise, explain, or answer procedural questions. They visit classrooms, observe teaching methods, review instructional objectives, and examine learning materials. They actively work with teachers to develop and maintain high curriculum standards; develop mission statements, and set performance goals and objectives. Principals must use clear objective guidelines for teacher appraisals.

Principals also meet and interact with other administrators, students, parents, and representatives of community organizations. Principals prepare budgets and reports on various subjects, including finances and attendance, and oversee the requisition and allocation of supplies. As school budgets become tighter, many principals have become more involved in public relations and fund raising to secure financial support for their schools from local businesses and the community.

Principals must take an active role to ensure that students meet national, State, and local academic standards. Many principals develop school/business partnerships and school-to-work transition programs for students. Increasingly, principals must be sensitive to the needs of the rising number of non-English speaking and culturally diverse students. Growing enrollments, which are leading to overcrowding at many existing schools, also are a cause for concern. When addressing problems of inadequate resources, administrators serve as advocates for the building of new schools or the repair of existing ones. During summer months, principals are responsible for planning for the upcoming year, overseeing summer school, participating in workshops for teachers and administrators, supervising building repairs and improvements, and working to be sure the school has adequate staff for the school year.

Decision making authority has increasingly shifted from school district central offices to individual schools. Thus, parents, teachers, and other members of the community play an important role in setting school policies and goals. Principals must pay attention to the concerns of these groups when making administrative decisions.

Tips for Parents

1. Set aside regular time and space for homework
2. Form a two way communication between school and home
3. Talk and listen to the child about school
4. Make sure your child is well rested, well fed and healthy
5. Know your child's grade level requirements and graduation requirements
6. Use the library and other community resources
7. Support family learning through everyday activities
8. Form relationships with the school and teachers and attend school functions
9. Set aside daily family time
10. Support your child's school by notifying the school of your willingness to volunteer
11. Set limits on behavior and discipline patiently
12. Say, "I love you" and "yes" as much as you say, "don't" and "no"
13. Meet your child's friends and get to know their parents

Homework Tips for Parents

1. Set aside a specific time for your child to do homework each night. This will help eliminate procrastination.
2. Designate a quiet and well-lit place for your child to work.
3. Protect your child from annoying distractions. Establish a quiet zone.
4. Be sure your child has the necessary materials and supplies at hand to support his/her homework (e.g., pencils, pen, eraser, pencil sharpener, ruler, paper, etc) Create a school-office atmosphere for your child.

5. Stay in close proximity to your child during homework time.
6. Have your child invite a study buddy over to do homework together.
7. If you are unable to help your child with an assignment, find a relative neighbor, or older student who is willing to help out.
8. Always check your child's homework for quality and completeness.
9. Connect with your child's school on a regular basis. Know the school's homework policy, ask how you can support what the school is doing and question the amount of homework and the purpose of the assignments. Inquire if daily and long-term homework assignments are posted on the school's web site.
10. Homework should be thought of as an extension of your child's classroom. It is an opportunity for your child to review, practice, and rehearse material that has been previously taught.

IMPORTANT PHONE NUMBERS

Flippin Superintendent Office	453-2270
Flippin High School	453-2233
Flippin Middle School	453-6464
Flippin Elementary Office	453-8860
Fire Department	453-2323
E. Main Street	
Flippin, AR 72634	
Fire Department (non-emergency)	453-8899
Police Department	453-8888
E. Main Street	
Flippin, AR 72634	
City Hall	453-8300
E. Main Street	
Flippin, AR 72634	
City Police (Crime Line)	453-8477
E. Main Street	
Flippin, AR 72634	

BUS TRANSPORTATION

School buses are owned and operated by the school district for the purpose of transporting students to and from school who live too great a distance to walk. The drivers have the same authority and responsibility on the bus as the teachers have in the classroom. Appropriate behavior on the bus is essential for the safety and welfare of all persons riding. Students will be issued a list of bus rules at the beginning of the school year. Any student who violates one or more of the rules will have a "bus misconduct" report sent to the principal. Any time a student is not to ride his/her regular bus, a note **MUST** be sent from the parent to the principal and bus driver telling which bus the student is to ride. This is to protect the student. Non-students are never to ride a school bus.

BUS INFORMATION

Bus #	Driver	Start	Route
24	Timothy Bryant	6:40	Bull Shoals, Super City, Hwy. 178 & Maple, Rich's Ornamental Concrete, Point Return Highland, Woodstone, Rivercliff Dr., Lakeview students, Hwy 178 from Tower to school to include Mockingbird Hill, Cedar

			Glade, Ranger Boats, Micro Plastics, Cave Bottom, Sportsman's
21	Michael Martin	6:40	Bull Shoals, Boat Dock Road, Lighthouse Point, Driftwood, Village Wheel, McDonald Meadows, Hwy 178 from Tystar Texaco Station, Bush's Pizza, Honeysuckle Lane, Mar Mar Resort, Bowling Alley to the Tower, Wilderness Point, County Road 862 (Shell Gap)
25	Driver	6:40	Bull Shoals, Harps, Bull Shoals Library, Phone Bldg., Kingsway Drive & trailer park, Frankie Lane, Dogwood Apts., MC 8125, Woodland Estates, Morning Glory Fairview Fire Dept., Shady Oaks, East End of CCC Road
26	Kelvin Hudson	6:55	Cedar Terrace, Highway 62 East from Jefferson Road to School, Johnson Lane and Hillwood Apts., Walnut, 3-6 th Streets, Winchester, South St.
6	Russell Stockdale	6:55	Hwy. 62 West to Ozark Realty, Old Dump Road, Hillcrest Manor Subdivision, Park St., Precious Ones, Valley View
27	Grant Greenhaw	6:35	Hwy. 62 from Cotter Bridge to Jefferson Road, Sunrise Plateau, Terry Wood Subdivision, Jerry White Subdivision, Johnston Farms, Hwy. 62B, behind old 101 store
5	David Duckworth	6:10	Ranchettes, Warner Creek, Whitewater, Old Buffalo, Hall Mountain, HWY 101
20	Josh Lynch	6:45	Wildcat Road, Girard St., Old #1 Road, B.J. Apts., Hillside Apts., Cemetery Road, Airport Road, Denton Ferry Road
19	Troy Hullett	6:10	Quarry Mtn., Yocham Bend, Old Midway, West End of CCC Road to Fire Dept., Welcome Ridge Road to Robinwood Lane, Hwy 14 to Summit down 202 to school

***Routes, Drivers and Bus numbers are subject to change as needs arise.**

VOLUNTEERS – Policy 6.4

Enlisting the support of volunteers is a way the District can expand the scope of resources and knowledge available to enrich the students' educational experiences, while strengthening the relationship between the school and the community. Volunteers can also perform non-instructional tasks that allow licensed personnel more time to devote to instruction.

The Superintendent shall be responsible for establishing and maintaining a program to coordinate the services volunteers are willing and able to contribute with the needs of District personnel. The program shall establish guidelines to ensure volunteers are aware of pertinent

District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules, may be asked to leave the school campus. The guidelines should also include provision for evaluation of the volunteer program and a method for soliciting suggestions from both the volunteers and staff for its improvement.

All volunteers who intend to act as head coaches or assistant coaches must:

- 1) Be at least twenty-two (22) years of age; and
- 2) Meet the requirements adopted by the Arkansas Activities Association (AAA) to volunteer for any athletics program for grades seven (7) through – twelve (12).

A member of the board of directors of the District or the spouse of a member of the board of directors of the District may not be a registered volunteer for the District unless a majority of the disinterested members of the Board of Directors approves a resolution for the board member or board member's spouse to be a registered volunteer. The resolution approving the board member or board member's spouse to be a registered volunteer shall be effective for only one (1) school year.

A volunteer may act as a head coach in all varsity junior and senior high sports administered by the AAA except in the following sports:

- Football;
- Basketball; and
- Track and field.

Background Checks for Volunteers

For the purposes of this policy, "clear background check" means that:

- A background check was performed on the potential school volunteer in accordance with A.C.A. §§ 12-12-1601 et seq.;
- The potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. §§ 6-17-410, 6-17-411 or 6-17-414 according to both the National and Arkansas background checks; and
- The potential school volunteer's name was not found on the Child Abuse Central Registry; and
- The Arkansas Educator Licensure System does not indicate the potential volunteer to:
 - Have a currently suspended or revoked educator's license; or
 - Be the recipient of a current Level 3 or Level 4 public notification of ethics violation.

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once received, a clear background check is good for five years; a background check renewal must be applied for and a clear background check received prior to the time of renewal or an interruption of permitted volunteer service could occur. A clear background check will be accepted of any individual wishing to volunteer provided it was conducted within the timeframe provided for in this policy.

A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of his or her entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration; the circumstance or circumstances surrounding the act or omission that lead to the conviction, or Child Abuse Registry true finding, or the receipt of the Level 3 or Level 4 Public Notification of Ethics Violation; the age of the person at the time of the act or omission; the length of time that has passed without reoffending; and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may, adopt a resolution by majority vote providing an exception to this policy's

requirement for a time period not to exceed five years. The board must consider this matter in open session, and may not confer or deliberate in closed or executive session.

The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender or whose educator license has been revoked or is currently suspended.

Clear background checks for school volunteers are only required for those individuals who will volunteer for the Registered Volunteer and tutoring (one-on-one and/or groups of five (5) students or less. All clear check volunteers will be issued special volunteer identification to wear prominently when performing their volunteer duties; no person may serve as a volunteer without wearing the provided identification.

No information relating to the application for or receipt of a criminal background check, including that a background check has or has not been applied for, shall be subject to disclosure under the Arkansas Freedom of Information Act, as provided by A.C.A. §§ 12-12-1601 et seq. Requests for background checks and reports on background checks obtained under this policy shall be retained by the district for a minimum of three years.

The superintendent or a third-party vendor shall report to the state board the name of any person working as a registered volunteer in an athletic coaching capacity who:

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

The District shall maintain the following information on volunteers:

- a) The total number, location, and duties of all volunteers;
- b) The total number of annual hours of service provided by volunteers; and
- c) Any reimbursements made to volunteers for expenses, transportation, or other costs incurred in connection with volunteer services.

Volunteers who are mandated reporters will be made aware of their status as mandated reporters of child maltreatment and will receive training on the responsibilities of a mandated reporter.

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

Legal References: A.C.A. §§ 6-17-~~17~~-A.C.A. § 6-17-410; A.C.A. § 6-17-411; A.C.A. 6-17-414; A.C.A. § 6-17-428; A.C.A. § 6-22-101 et seq.; A.C.A. §§ 12-12-1601 et seq.; A.C.A. § 12-18-402; A.C.A. § 12-18-909(g)(21); A.C.A. § 21-13-101 et seq.; Arkansas Department of Education Rules Governing Background Checks; Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators

Date Adopted: 6/22/15

Last Revised: 6/26/17, 6/25/18; 7/29/21; 6/26/23

Volunteer at Flippin Public Schools



Volunteers are always welcome at Flippin School. Please sign up in our volunteer resource book. There you may list your interest and availability. Staff will refer to the resource book when calling upon volunteers to serve. We will be also be sending a parent survey requesting interest so your volunteer work will be meaningful.

**VOLUNTEER APPLICATION
FLIPPIN SCHOOL DISTRICT**

Name: _____ Birthday*(MM, DD, YY) _____

Driver's License Number (and state) _____

Address _____ City _____

Telephone _____ E-Mail _____

What is the best way to contact you? (Phone, e-mail, postal service, etc.)

1. What special skills, interests, hobbies, travels and/or collections do you have to share?
2. Other Volunteer experience: (Types of services/types of organizations)
3. Do you prefer: Working with individuals _____
 Working with groups _____
 Either _____
 Other (specify) _____

4. Type of school: Kindergarten _____
 Grades 1 - 3 _____
 Grades 4 - 5 _____
 Middle School _____
 High School _____

5. Type(s) of volunteer activity preferred:
- | | | |
|------------------------|----------------------|------------------------|
| _____ Music | _____ Art | _____ Book Fair |
| _____ Reading tutor | _____ Gifted program | _____ Nurses office |
| _____ Math tutor | _____ Library | _____ Concession stand |
| _____ Foreign Language | _____ Field day | _____ PE Activities |
| _____ Field trips | _____ Computers | _____ Classroom |
| _____ School bulletin | _____ Point Store | _____ Other (specify) |

_____ I cannot volunteer on a regular basis but I would be willing to share my hobby, career, resources, etc. on an occasional basis.

Available times: Days _____ Hours: _____

*Background checks will be conducted on volunteers, substitutes, and other persons who work with children at Flippin Elementary School.

PLEASE RETURN THIS APPLICATION TO FLIPPIN ELEMENTARY SCHOOL OFFICE. THANK YOU.

STUDENT ELECTRONIC DEVICE and INTERNET USE AGREEMENT— Policy 4.29F

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

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

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

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

3. Penalties for Improper Use: If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action. **[Note: A.C.A. § 6-21-107 requires the district to have “...provisions for administration of punishment of students for violations of the policy with stiffer penalties for repeat offenders, and the same shall be incorporated into the district’s written student discipline policy.” You may choose to tailor your punishments to be appropriate to the school’s grade levels.]**

4. “Misuse of the District’s access to the Internet” includes, but is not limited to, the following:

- a. using the Internet for other than educational purposes;
- b. gaining intentional access or maintaining access to materials which are “harmful to minors” as defined by Arkansas law;
- c. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
- d. making unauthorized copies of computer software;
- e. accessing “chat lines” unless authorized by the instructor for a class activity directly supervised by a staff member;
- f. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
- g. posting anonymous messages on the system;
- h. using encryption software;
- i. wasteful use of limited resources provided by the school including paper;
- j. causing congestion of the network through lengthy downloads of files;
- k. vandalizing data of another user;
- l. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;

- m. gaining or attempting to gain unauthorized access to resources or files;
- n. identifying oneself with another person's name or password or using an account or password of another user without proper authorization;
- o. invading the privacy of individuals;
- p. divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, address, and phone number.
- q. using the network for financial or commercial gain without district permission;
- r. theft or vandalism of data, equipment, or intellectual property;
- s. attempting to gain access or gaining access to student records, grades, or files;
- t. introducing a virus to, or otherwise improperly tampering with the system;
- u. degrading or disrupting equipment or system performance;
- v. creating a web page or associating a web page with the school or school district without proper authorization;
- w. providing access to the District's Internet Access to unauthorized individuals;
- x. failing to obey school or classroom Internet use rules
- y. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools; or
- z. Installing or downloading software on district computers without prior approval of the technology director or his/her designee.

5. Liability for debts: Students and their cosigners shall be liable for any and all costs (debts) incurred through the student's use of the computers or access to the Internet including penalties for copyright violations.

6. No Expectation of Privacy: The Student and parent/guardian signing below agree that if the Student uses the Internet through the District's access, that the Student waives any right to privacy the Student may have for such use. The Student and the parent/guardian agree that the district may monitor the Student's use of the District's Internet Access and may also examine all system activities the Student participates in, including but not limited to e-mail, voice, and video transmissions, to ensure proper use of the system. The District may share such transmissions with the Student's parents/guardians.

7. No Guarantees: The District will make good faith efforts to protect children from improper or harmful matter which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.

8. Signatures: We, the persons who have signed below, have read this agreement and agree to be bound by the terms and conditions of this agreement.

Student's Signature: _____ Date _____

Parent/Legal Guardian Signature: _____ Date _____

Flippin School District Technology Insurance Plan

Insurance Fee (Optional)

\$35 non-refundable per school year.

Annual Deductible per Claim

Claim	Damage/Repair Deductible	Claim	Lost/Stolen Deductible
1	\$0	1	\$75
Additional Claims	\$25 per claim	2	\$125

**The deductible/claim is structured annually. Claims from a previous school year are not used in determining the deductible for the currently policy year.*

***If a student un-enrolls from Flippin School District system, the insurance agreement becomes null and void on the date and time of un-enrollment.*

Coverage

Repair/Replacement of school issued device per the discretion of district personnel.

Coverage by school district

Internal components of the device are the responsibility of the school district. A deductible or fine will **not** be charged if internal components fail. (Example: motherboard, battery, daughter board, speakers) Chargers are also considered school responsibility and will be repaired or replaced based on district personnel discretion.

Effective Coverage Date and Expiration

Effective coverage date begins at the official first day of each school year. Expiration coverage date is the official last day of each school year.

Coverage Details

- **Accidental damage:** Covers damages caused by drops, spills, and any other unintentional event.
- **Theft:** Covers loss or damages due to theft. In the event of theft, the claim requires a police report to be filed.
- **Fire:** Covers loss or damages caused by fire. In the event of a fire, the claim must contain an official file report from authorities.
- **Electrical:** Covers damages caused by electrical surges.
- **Natural Disaster:** Covers loss or damages in the event of a natural disaster.

Coverage Exclusions

- **Dishonest, Fraudulent, Intentional, Negligent, or Criminal Acts:** Coverage is not provided if damage or loss occurs in conjunction with a dishonest, fraudulent, intentional, negligent, or criminal act.
- **Device Security Bypass:** Coverage is not provided if any “Jailbreaking”, “Rooting”, or installation of an 0079 prohibited software alters the manufacturer’s warranty.

Flippin School District Technology Insurance Application

Name of Insured Student:	
Graduating Year:	
Parent Name:	
Mailing Address:	
Home Phone:	

YES ___ I WILL participate in the Flippin School District Chromebook Insurance Plan. Insurance does not start until the insurance is paid. I agree to the provision outlined in the policy terms and understand the following guidelines:

- Enrollment in this program covers repair/replacement of the insured device.
- Two claims per school year is permissible and any incident thereafter is handled by the principal of the school.
- Tiered deductible is annual. Claims from the prior school year are not used in calculating the deductible.
- Dishonest, fraudulent, intentional, or criminal acts causing damage to the device is the responsibility of the student/family.
- Jailbreaking the device voids warranty and is not covered under this policy.
- Devices must be in the school provided case. Damages that occur when the device is not housed in the school- provided case is not covered under this policy.
- The program fee is not refundable.
- This policy only covers the school issued device and does not cover the charger.

NO ___ I choose NOT to participate in the Flippin School District Chromebook Insurance Plan. I understand that in the event the device is damaged and not insured that the repairs or replacement of the device will be at the FULL cost and paid to Flippin School District.

I have read the terms of the Flippin School District Chromebook Acceptance Use Policy and Chromebook Insurance Plan, and I understand and agree to abide by these terms.

Printed Parent Name	Parent Signature	Date
Printed Student Name	Student Signature	Date

4.35F—MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

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

I hereby authorize the school nurse, or designee, to administer the following medications to my student.

Name-of medication _____

Name of prescribing health-care provider _____

Dosage _____

Instructions for administering the medication _____

Other instructions _____

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

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

Parent or legal guardian signature _____ Date _____

Date Adopted: 6/24/13

Last Revised: 6/24/19; 6/24/24

MEDICATION SELF-ADMINISTRATION CONSENT FORM -- Policy 4.35F2

Student's Name (Please Print) _____

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

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

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

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

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

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

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

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

Parent or legal guardian signature _____

Date _____

Date Adopted: 6/24/13

Last Revised: 6/24/19

**GLUCAGON AND/OR INSULIN ADMINISTRATION CONSENT FORM -
Policy 4.35F3**

Student's Name (Please Print) _____

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

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

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

Glucagon _____ Insulin _____

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

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

Parent or legal guardian signature _____

Date _____

Date Adopted: 6/24/13
Last Revised: 6/22/15

EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM --Policy 4.35F4

Student's Name (Please Print) _____

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

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

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

Date of health-care provider's order _____

Circumstances under which Epinephrine may be administered

Other instructions _____

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

Parent or legal guardian signature _____

Date _____

Date Adopted: 6/24/13

Last Revised: 6/24/24

4.35F5—ALBUTEROL EMERGENCY ADMINISTRATION CONSENT FORM

Student’s Name (Please Print) _____

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

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

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

Date of health-care provider’s order _____

Circumstances under which albuterol may be administered

Other instructions _____

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

Parent or legal guardian signature _____

Date _____

Date Adopted: 6/24/19

Last Revised: 6/24/24

4.35F6—STRESS AND EMERGENCY DOSE MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

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

Date of health-care provider's order _____

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

Other instructions _____

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

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

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

Parent or legal guardian signature _____ Date _____

Date Adopted: 7/29/21

Last Revised: 6/24/24

4.35F7—STRESS DOSE MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

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

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

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

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

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

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

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

Parent or legal guardian signature _____ Date _____

Date Adopted: 7/29/21

**HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE
IN AN EXTRACURRICULAR ACTIVITY AT RESIDENT SCHOOL
DISTRICT -Policy 4.56.2F**

Student's Name (Please Print) _____

Parent or Guardian's Resident Address

Street _____ Apartment _____

City _____ State _____ Zip Code _____

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

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

Name of test, Date taken, and score achieved _____

Extracurricular activity (ies) the student requests to participate in

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

Proof of identity _____

Date Submitted __/__/__

Parent's Signature _____

Date Adopted: 6/22/15

Last Revised: 6/26/17

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

Student's Name (Please Print) _____

Parent or Guardian's Resident Address _____

Street _____ Apartment _____

City _____ State _____ Zip Code _____

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

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

Name of test, Date taken, and score achieved _____

Extracurricular activity (ies) the student requests to participate in _____

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

Proof of identity _____

Date Submitted ___ / ___ / ___

Parent's Signature _____

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

Resident Superintendent's Signature: _____

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

Non-resident Superintendent's Signature: _____

Date Adopted: 6/26/17

OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION—Policy 4.13F

(Not to be filed if the parent/student has no objection)

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

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

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

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

- Deny disclosure to military recruiters _____
- Deny disclosure to Institutions of postsecondary education _____
- Deny disclosure to Potential employers _____
- Deny disclosure to all public and school sources _____

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

Deny disclosure to all public sources ___

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

Name of student (Printed)

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

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

Date Adopted: 7/24/06

Revised: 6/27/11; 6/25/12; 6/24/24

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

Name: _____

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

Instructional material, event, or activity being contested:

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

What is your proposed resolution?

Signature of receiving principal _____

Signature of curriculum coordinator _____

Signature of Superintendent _____

Date Adopted: 7/29/21

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

Parent's Name: _____

Student's Name: _____

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

I understand that I may not opt my student out of curricula, materials, tests, surveys, questionnaires, activities, and instruction of any kind related to sex ed, sexual orientation, or gender identity if the curriculum, material, test, survey, questionnaire, activity, or instruction of any kind is directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction.

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

Parent's Signature: _____
Date Adopted: 7/29/21

Date: _____

5.17F— HONOR ROLL AND GRADUATE OPT OUT FORM

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

Name of student (Printed)

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

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

Date Adopted: 6/24/24

**Flippin High School
103 Alford Street
Flippin, Arkansas 72634**

**Telephone (870) 453-2233
Fax (870) 453-7380**

www.flippinschools.com

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We ask that you read this handbook carefully and keep it for future reference. It is our hope that all students and parents will read the handbook in order to understand their responsibility for compliance with the rules and regulations stated within these pages.

MISSION STATEMENT

In our classroom we respect each other and try our best. We are a team. We learn from mistakes. We create. We celebrate each other's success.

BELL SCHEDULE

Monday-Friday	
7:50-8:39	1st Period
8:43-9:30	2nd Period
9:34-10:21	3rd Period
10:25-11:12	4th Period
11:12-11:42	Lunch
11:46-12:33	5th Period
12:37-1:25	6th Period
1:29-2:17	7th Period
2:21-3:09	8th Period

SCHOOL COLORS & MASCOT

The Flippin High School colors are red and white; the school mascot is the BOBCAT.

ALMA MATER

We're loyal to you FHS,
 We're red and we're white FHS,
 We know you can stand...
 Against the best in the land,
 For your standards are great FHS.
 So on with your work FHS, Not a
 student will shirk FHS,
 Our team is our greatest pleasure,
 Always good sports together, Three
 cheers for you FHS...
 Rah...Rah...Rah!!

Parent, Family, & Community Engagement (School) – Policy 6.12

Flippin High School understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, Flippin High School shall strive to develop and maintain the capacity for meaningful and productive parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the school shall work to:

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

To help promote an understanding of each party's role in improving student learning, Flippin High School shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

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

Flippin High School shall, at least annually, involve parents, families, and the community in reviewing the school's Title I program and parent, family, and community engagement policy in order to help ensure their continued improvement.

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

Legal References: 20 U.S.C. § 6318; A.C.A. § 6-15-1702; A.C.A. § 6-15-1703; A.C.A. § 6-15-1704; Division of Elementary and Secondary Education Rules Governing Parental Involvement Plans and Family and Community Engagement; Commissioner's Memo COM-20-021

Date Adopted: 7/25/05

Last Revised: 7/27/20; 7/29/21

Family and Community Engagement Plan Flippin High School

- The school has developed jointly with our parents a written policy that is designed to encourage our parents and our schools to form strong partnerships together. This policy is available to our community via our school's website (flippinschools.com).
- Parent representatives are involved in the development of the High School Parent and Family Engagement Plan.
- Parent representatives and the Parent Facilitator meet annually to review and update the plan to meet the needs of the current parents and students.
- Parents are recruited based on the current student population to ensure a variety of students are represented.
- All parent comments are forwarded to the District Parent and Family Engagement Coordinator if the plan isn't satisfactory. If parents request additional meetings, those meetings will be scheduled at the earliest convenience of all the committee members.
- An annual meeting will be scheduled to inform parents of the Title I requirements and parent rights under Title I. This meeting is scheduled in the fall of each year and is public is invited through an announcement in the Mountaineer Echo.
 - This annual Title I meeting includes information on the following: Parents' Right to Know, school performance, complaint procedures, school/parent compact, parent and family engagement plans, rights for disabled parents, and school improvement plans, school curricula, and assessment information and school data.
- Parent engagement facilitators attend professional development to receive mandates for the Parent and Family Engagement policy and keep updated on the responsibilities of the committee.
- Faculty and staff receive professional development regarding Parent & Family Engagement communication and interactions as mandated by state law. Teachers and administrators are

encouraged to attend Parent Engagement trainings at the OUR Coop and meetings held by organizations such as APCA.

- Industry and business tours are given to CTE classes throughout the year so students may gain real-world perspective and consider career opportunities. The District partners with local colleges so students may begin receiving concurrent credit and/or technical training before high school graduation.
- Parents are actively involved in Career Action Plan (CAP) conferences at least two times a year in high school. Parent resources are available in school parent centers.
- The High School teachers and staff are continually looking for innovative ways to communicate with students and parents about learning and student growth. Throughout each school year parents and students are contacted through our phone alert system, school website, social media pages, email and regular mail.

ATTENDANCE

MANDATORY SCHOOL ATTENDANCE

The policy of the Board of Education requires that all children between the ages of five and eighteen attend school.

ATTENDANCE POLICIES AND PROCEDURES

The intent of the attendance policies and procedures is to foster communication between students, their parents, and the school that will insure student attendance optimal for earning credit toward graduation.

1. If the parent knows the child will be out of school for four or more consecutive days, then he or she should contact the principal's office. The high school office will accept phone calls and/or texts from guardians and will verify that all communication is truly from guardians.
2. When a student has accumulated six unexcused absences during the semester, the office will notify the parents by letter or phone and urge the parents to contact the school.
3. When a student has accumulated ten unexcused absences during the semester, notification to the parent will be sent by letter and phone; contact by letter will be made to the county juvenile intake officer.
4. When a student misses twelve unexcused absences in one semester, a letter will be sent to the parents indicating days missed and that one more day of absence will warrant the student to be remanded to court.
5. When a student misses thirteen unexcused absences in one semester, the student will be remanded to court with notification being sent to parents by regular mail.
6. When a student misses thirteen absences in one semester, credit could be denied for the semester.
7. Any exception to these policies must be officially documented and approved by the principal.
8. A student who "cuts" a class will be considered truant and disciplined accordingly.
9. If for any reason a student must leave school during the day, they must sign out in the

principal's office after obtaining permission. If prior permission has been obtained, it should be in the form of a note from the parents.

10. Students must attend four academic classes during the school day to be eligible to participate in that day's activities. This represents approximately 180 minutes of class time. Any situation outside of this guideline requires permission from the High School Principal.

Absences for students enrolled in digital courses shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who failed to be physically present for an assigned period may be disciplined in accordance with the district truancy policy.

Please refer to the district section of the handbook for more detailed information about excused and unexcused absences.

MAKING UP ASSIGNMENTS

Each student is responsible for making up all homework and tests after an absence. Requesting make-up work shall be the responsibility of the student. Students will have not less than one day per day of absence to make up homework and tests.

School-sponsored activities should not be allowed to interfere with due dates or tests dates when other arrangements are possible, practical, and best for the student. For example, if a student knows he or she will miss class for a school sponsored activity, that student should make arrangements with the teacher for that class before leaving for the school activity. This allows both the teacher and student to develop a plan for keeping that student on or close to the same pace as his or her peers.

Teachers make assignments because they are essential to learning. Our expectation is that every student will complete work as assigned. Teachers will establish a due date and a plan for completion, which may include, but isn't limited to, the following: parent communication, QUIPS time, periodic checks for completion, after-school intervention, etc.... Refusal to complete an assignment may result in a zero and/or disciplinary action.
(See Make-Up Work – Policy 4.8)

All coursework required for graduation (including digital) must be completed one week prior to the graduation ceremony.

TARDINESS

A student who arrives late for school must "check-in" through the principal's office and obtain an admittance slip before going to class. All tardies to class will be handled by the individual teachers. The principal's office will issue tardy slips ONLY for those students who arrive at school after the first period tardy bell.

ACADEMICS

A unit of credit is defined as that credit granted for the successful completions of two semesters work in a given subject. One-half unit of credit is granted for completion of one semester of work in a course (grades 9-12).

To be considered on track to graduate, students must have six (6) academic credits as a sophomore, twelve (12) credits as a junior and seventeen (17) credits as a senior.

SCHEDULING INFORMATION

Dropping courses: First Semester: All schedule changes must be made during the first week of the semester. **Second Semester: All schedule changes must be made during the week after Thanksgiving.** Students dropping a course after the first week will receive an “F” on their transcript. If a student drops a course at the end of a semester, the teacher must have written notice from the office before dropping the student from the class list.

Schedule change requests will be permitted only for the following reasons:

1. When a student completes a course during summer school.
2. When a student fails a course prerequisite. When a change is required due to a clerical error.
3. When a teacher recommends a change in the level of the course.

Policy for credit recovery: To keep students from falling behind we offer online classes and summer school. In order to earn summer school credit, a student must have taken and failed the given course during a regular school term. There is a cost associated with online courses and summer school.

REPORT CARDS AND PROGRESS REPORTS

Pupil progress is reported to parents eight times each year. Parents are invited to visit the school to confer with the teachers and principals relative to the instruction of their children. The evaluation of each student’s performance on a regular basis serves to give the parent/guardians, students, and the school necessary information to help affect academic improvement. Students’ grades shall reflect only the extent to which a student has achieved the express educational objectives of the course.

SEMESTER EXAMS

Students will take comprehensive semester exams which will be 20% of their semester grade. If students must be absent during semester tests, given during the last week of each semester, permission to take those exams at a different time must be granted by the principal.

EXEMPTION FROM SECOND SEMESTER EXAMS

In order to be exempt from spring semester exams, students must have a “C” or higher in the course. Students will be notified no later than one day prior to the semester exam of their exemption status.

EXCHANGE STUDENTS

Flippin High School welcomes foreign exchange students who are sponsored by accredited agencies. Foreign Exchange students must meet all of the Arkansas Department of Education requirements to graduate in order to receive a diploma at graduation. In order to determine that a Foreign Exchange student meets all of the Arkansas Department of Education requirements for graduation, the High School Counselor and High School Principal will evaluate the student’s transcript upon enrollment at Flippin High School. This process will allow the school to make a determination concerning incoming transcript grades.

ADVANCED PLACEMENT

Advanced Placement (AP) is a program created by the College Board which offers college-level curricula and examinations to high school students. Students take an exam at the end of the course to determine the mastery of the curricula. Scores range from 1-5 on each exam and scores of 3-5 are generally considered “passing.” Public colleges and universities in Arkansas are required to honor a score of 3 or higher for transfer credit. Any other college or university may choose to accept the score for the transfer credit. AP courses at Flippin High School include weighted GPA credit for students who complete the course and take the AP College Board exam, so it will be calculated on a scale of 0 to 5.0. If the course is not completed, or the student does not take the AP College Board exam, the GPA is unweighted and calculated on a scale of 0 to 4.0. Students taking AP Exams (Policy 5.21 District Handbook) may do so at no cost. However, there is a \$40 fee per exam for exams not taken. Students are responsible for this fee.

GRADUATION REQUIREMENTS FOR CLASS 2025

All state and local requirements for graduation must be met in order for a student to march in graduation exercises. (Examples of *noncredit* bearing graduation requirements may include the civics exam, CPR Training, etc.) Student speakers for graduation will be determined by a committee which may include but not be limited to the principal, counselor, senior class sponsors, and honor graduates. A student must attend graduation practice to march in graduation exercises. For graduation, dress clothes should be worn. Caps and gowns will be worn by all graduates. Caps and gowns should not be decorated in any manner. In addition to National Honor Society stoles and honors medals, completer chords for CTE programs, technical school, student council, journalism, band, and art may be worn as part of the graduation attire. Each group or program sets the guidelines for these designations. All other chords, medals, and stoles must have principal and/or superintendent approval. **All coursework required for graduation, including digital courses, must be completed one week prior to graduation ceremony.**

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

Credits Required for Graduation (22 credits):

- 4 English
 - 3 Social Studies (1/2 must be Economics)
 - 4 Mathematics
 - 3 Science
 - ½ Physical Education
 - ½ Health
 - ½ Oral Communications
 - ½ Fine Arts
 - 6 Electives Required
- Students must earn a credit in a course that includes personal & family finance in grades 9-12 – A.C.A. § 6-16-135
 - Students must pass the Arkansas Civics Exam – A.C.A. § 6-16-149
 - Students must complete CPR training – A.C.A. § 6-16-143

For a more detailed explanation of credit requirements see District Policy 4.45.

GRADUATION REQUIREMENTS FOR CLASS 2026

For a more detailed explanation of credit requirements see District Policy 4.45.1.

GRADUATION REQUIREMENTS FOR CLASS 2027 AND FORWARD

Beginning with the entering ninth grade class of 2022-2023, a public high school student shall be required to earn one (1) unit of credit in an ADE-approved high school computer science course before the student graduates. The one (1) unit required may be earned in grades eight through twelve (8-12). There are nine courses that may be provided to students in Grades 8-12 without any additional approval from ADE. Additional information about these courses can be found in Commissioner's Memo COM-21-099.

- Community Service (Beginning With Class of 2027)
- Except as otherwise provided by this policy, each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers.
- The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. A student who transfers

into the District after ninth (9th) grade must receive at least the following documented clock hours of community service each year:

- Fifteen (15) hours for students in grade nine (9);
 - Twenty (20) hours for students in grade ten (10);
 - Twenty (20) hours for students in grade eleven (11); and
 - Twenty (20) hours for students in grade twelve (12).
- Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The District Board of Directors may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:
 - A major illness associated with a student or a family member of a student;
 - Student homelessness or housing insecurity; and
 - Notice to the public school district board of directors if the student is a major contributor to family income.

For a more detailed explanation of credit requirements see District Policy 4.45.2.

HONOR GRADUATE REQUIREMENTS

HONOR GRADUATES: To graduate with honors a student must complete the following requirements:

- Meet SMART CORE curriculum requirements
- Earn 2 credits for the same foreign language
- Must have at least a 3.5 GPA or higher
- Earn at least 1 credit for Chemistry, Physics, or AP Biology
- Earn at least 1 credit for advanced math: Algebra III, Pre Cal/Trig, AP Calculus, AP Statistics, or College Algebra
- Earn 1 credit for taking at least 1 AP course and/or one of the following concurrent credit courses: English Composition I, English Composition II, College Algebra, Intro to Psychology, Principles of Sociology, Biological Science/Lab, Physical Science/Lab, U.S. History, U.S. Government and any concurrent credit class **pre-approved** by the principal (weighted credit for concurrent enrollment courses is subject to approval by DESE)

Please Note: Computer Science does not count as a higher math for honor graduate classification.

Honor graduates may earn the following distinctions:

- Valedictorian (See definition below.)
- Salutatorian (See definition below.)
- 4.00 or higher = Summa cum laude
- 3.75-3.99 = Magna cum laude
- 3.50-3.74 = Cum laude

Valedictorian/Salutatorian Honors: Only honor graduates are eligible for the designations of Valedictorian and Salutatorian at graduation. The following factors determine the Valedictorian and Salutatorian: Course of studies and GPA. Given that candidates have met the stated course requirements (see above), the Valedictorian(s) will be the honor graduate with the highest local GPA (based on a 4.0 scale), and the Salutatorian(s) will be the honor graduate with the second highest

GPA (based on a 4.0 scale). * Highest GPA will be determined by the highest whole number and the two digits to the right of the decimal (to the hundredths value). Other digits beyond the hundredths will be dropped off. Confirmation of Valedictorian(s) and Salutatorian(s) will be made after review of GPA and coursework by the counselor and principal.

GPA DESIGNATIONS (as found on transcripts)

Two different grade point averages (GPA) appear on student transcripts: State GPA Weighted and Local GPA. These grade point averages are used for different purposes.

Local GPA—all grades listed on the transcript that receive credit, including weighted AP classes. This GPA is used to determine eligibility for the following: honor graduate designation, NHS membership, driver permits, School of Innovation participation, insurance rate reduction, and local scholarship designation.

State GPA-Weighted—all grades listed on the transcript that receive credit, including the weighted AP classes, EXCEPT those designated on the transcript as *local credit only* (LC) such as grades for the second year of PE. ADE recommends that this GPA show up on the transcript.

EARLY GRADUATION

Students interested in graduating early from Flippin High School shall complete the Early Graduation Application in the year prior to graduation. Students must meet all regular graduation requirements to be eligible for early graduation. Students/Parents will receive a letter confirming or denying their early graduation request.

ACADEMIC AWARDS ASSEMBLY

The Flippin High School Student Council will host an Academic Awards Assembly towards the end of each school year. This assembly will take place after the school day. Certificates or medals will be given for outstanding academic achievement in specific classes and also for maintaining a 3.00 grade point average each of the first three nine weeks. This award will be calculated based on Grade Point Average and not on letter grades.

ACTIVITIES, CLUBS, AND SPORTS

CLUBS & ORGANIZATIONS

The clubs will meet as needed to transact regular business. Students have the right to join existing clubs and shall not be restricted from membership on the basis of race, sex or national origin.

Art Club	Quiz Bowl	NHS/NJHS
CIAO	FFA	FCA
Drama Club	Interact	Student Council
FBLA	MCYL	SADD

FIELD DAY PARTICIPATION

Each spring, the elementary school has a field day for its students. High School students beginning with the twelfth grade are asked to help with this event.

FLIPPIN NATIONAL HONOR SOCIETY INFORMATION

The name of this organization will be the Flippin High School National Honor Society. The local chapter of the National Honor Society will uphold the purposes set forth in the National Honor Society Handbook.

Faculty Council/Principal: The Faculty Council is a panel consisting of the advisors who shall serve as ex-officio members, and of the five teachers appointed by the principal, who shall serve as voting members. All students who are scholastically eligible for membership will be rated by members of the faculty in the areas of character, service, and leadership. The Faculty Council will make the final decision. The principal shall receive appeals in cases of non-selection of candidates and the disciplining or dismissal of members.

Membership: Selection for membership in the Flippin National Honor Society will be based on the following criteria:

1. A student must be classified as a sophomore, junior, or senior at the time of selection. A National Honor Society member who transfers to Flippin from another school and brings a letter from the former principal or charter advisor to the new school advisor will be accepted automatically as a member of the Flippin chapter. Transfer members must meet Flippin standards within one semester in order to retain membership.
2. A student must have a 3.5 Local GPA or better.
3. Students must maintain standards under which they are inducted in order to remain members.

INTERSCHOLASTIC COMPETITION

Flippin School is a member of the Arkansas Activities Association (AAA). Each student, faculty member, parent and fan is responsible for abiding by AAA rules and regulations.

Sportsmanship is the key objective of the AAA and is the real measure of true participants and fans. A 2.0 grade point average each semester must be maintained to be eligible for interscholastic competition such as any sport, FFA, band, etc.

The State Standard Requirements for Senior High: In order to remain eligible for competitive interscholastic activity, a student must have passed four (4) academic courses and have a minimum GPA of 2.0 based on the previous semester. If a student does not have a minimum GPA of 2.0, that student must immediately be enrolled in the Supplemental Instruction Program. Be enrolled and attending a supplemental instruction program of at least 100 minutes duration each week outside the regular school day in the subject areas where inadequate performance has occurred. and have no unexcused absences for the current semester or its equivalent and have no school disciplinary actions for the current semester or its equivalent or known criminal convictions. (felony)

At the end of each semester grading period (December/January or May/June) if it is determined by

the supplemental instruction program director that the student in the supplemental instruction program is not meeting the State Standard Requirements for participation in competitive interscholastic activities, the student must pass four academic courses and achieve a 2.0 grade point average to reestablish eligibility. Student participation in the supplemental instruction program shall be limited to one year or two consecutive semesters while continuing to participate in competitive interscholastic activities. To maintain eligibility under the Supplemental Instruction Program, the student must show improvement of at least one tenth of one point in their GPA after the first semester of participation in the supplemental program. To continue to participate following the second semester in the Supplemental Instruction Program, the student must have reached the 2.0 GPA.

FIELD TRIP GUIDELINES

Students who are failing two or more classes may not participate in extracurricular or non-academic field trips which will cause them to be absent from class. These guidelines do not apply to competitive or sporting events. These activities have their own guidelines for participation. Students participating in field trips or after school activities must have written permission from their parents. All students will follow the teacher's directions and all school rules. School dress code will apply unless the sponsor clears other dress through the office. To be eligible to attend field trips students must demonstrate good citizenship. Students who have been disciplined for theft, vandalism, overt disrespect, or who have received in or out of school suspension, may not be allowed to attend field trips. See policy Suspension and Expulsion in high school. The faculty may implement additional field trip eligibility requirements such as: no outstanding work, passing grades in all core classes, and/or GPA requirements. Students are expected to ride the bus to and from school activities unless a parent wishes to take the child with them, (the child can be excused to accompany the parent). *In order for a student to be released to anyone other than the parent, a note must be sent with the student and signed by the principal prior to the departure from school.*

STUDENT INSURANCE

The school does not cover medical expenses for students. If your son or daughter has an accident at school, the school will **not** pay for hospital care, emergency care or doctor bills. If your insurance policy does not cover your child, you might wish to purchase student insurance offered by several insurance companies at reasonable rates. Check with your insurance agent.

STUDENTS IN ATTENDANCE AT SCHOOL ACTIVITIES OF OTHER SCHOOLS

A student of Flippin High School who attends another public-school activity can and will be disciplined for violations of school rules at those activities.

SCHOOL DANCES

Students are permitted to have the Junior/Senior Prom; any other dances must be approved by the principal. Attendance to all dances will be limited to Flippin students and invited guests that attend another secondary school who are in good standing with that school. All invitations of non-Flippin students will be cleared through the high school principal.

For the Junior/Senior Prom (a semi-formal event), all dates must be invited by either a

junior or senior and be in grades 10-12.

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

- At any time on the school grounds;
- Off school grounds at a school-sponsored function, activity, or event; and
- Going to and from school or a school activity. All students learning virtually are considered to be on school grounds when participating in the virtual classroom synchronously or asynchronously and shall be held accountable for respecting and obeying all school policies as outlined in the Flippin School District student handbook while participating in online learning and when reporting to campus for scheduled meetings and events. Students will be expected to display appropriate behavior during virtual online sessions and when participating in online discussions.

CONDUCT AND DISCIPLINE

Offenses listed in this section allow the administrator's discretionary use of a full range of disciplinary consequences from a WARNING to EXPULSION.

CLASS RULES*

1. Be in your seat with needed supplies, a charged Chromebook, and completed assignments, ready to work when the tardy bell rings.
2. Students will keep hands, feet and objects to themselves.
3. No swearing, teasing, rude gestures, or put downs.
4. Follow instructions when given.
5. No cell phones/earbuds unless otherwise directed by the teacher

** Each teacher may add up to three additional rules with the approval of the principal.*

If a student chooses to break a rule, the following will occur:

Warning	No Consequences
1 st Consequence	20 minutes after school detention
2 nd Consequence	40 minutes after school detention
3 rd Consequence	Refer to principal's office
Severe Clause	Student immediately goes to principal's office

After school detention is held for sixty minutes at the end of each school day. A student has five minutes from the end of last period class to go to detention. Every minute a student is late will be doubled. If a student does not attend required detention, accumulated time to sixty minutes will be doubled. Detention is served the next school day after the infraction occurs. A copy of the misconduct form is given to the student and should be taken home to inform parents of the upcoming detention.

THE FOLLOWING RULES APPLY TO DETENTION HALL:

1. There will be no talking to other students or the teacher.
2. Copy-work will be given at the beginning of each detention period and will be consecutive numbering.
3. The work sheets will be copied at the rate of at least two every 20 minute period.
4. When a student's name is called for dismissal, all sheets will be turned into the duty teacher.
5. If the appropriate sheets are not turned in, that day's detention will not count.
6. No other work should be brought into the detention room.
7. Only pens and pencils along with assigned work sheets are allowed on the student's desk.
8. If a student gets one hundred minutes of built up detention time that student must attend that day's detention for all sixty minutes or the student will be suspended for one day. This can be in school or out of school suspension. This will not eliminate the detention time and it will still have to be served. A student who gets one hundred-forty or more minutes of built up detention time gets one day automatic suspension (in school or out of school). The detention time still stands and will have to be served.

ALTERNATIVE DISCIPLINE

If a parent has a situation where his/her child's attending after school detention is virtually impossible, the parent of the child may request alternative discipline.

Alternative discipline will only be given due to extenuating circumstances as explained by the parents and approved by the principal. Any request coming in after detention was to be served will not relieve the student of the detention responsibility or the penalties for missing detention. This means that if alternative discipline is not completed by the time the detention should be served, the time involved will be doubled.

Multiple discipline referrals will result in administrative conferences with a parent or guardian and could lead to a suspension. Multiple misconducts by a student will result in a letter being sent home.

SEVERE CLAUSE

The severe clause is used when a student's conduct is too severe to be handled by the classroom teacher including but not limited to the following:

1. If a student commits or threatens to do physical harm to another student or adult.
2. If a student destroys student, teacher or school property.
3. If a student refuses to work or is insubordinate.
4. If a student engages in any behavior that keeps a teacher's classroom from functioning (swearing, fighting, screaming, etc.).
5. If a student encourages or participates in a disruptive activity that in any way disturbs the educational process and impedes teaching.

CELL PHONE POLICY

Students using or possessing, other than those devices properly stored, cell phones, EAR BUDS, headphones or other portable music devices during instructional time and without permission from the teacher shall have them confiscated. Confiscated cell phones and other electronic communication devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the content contained on any cell phones and

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

Students believed to violate the previous section have no right of privacy as to the content contained on any and other electronic communication devices that have been confiscated. The search itself would have to be tailored to the suspicion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.

No student shall use any wireless communication device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property. Violation may result in disciplinary action up to and including suspension.

Legal Reference: A.C.A. § 6-18-518; A.C.A. §27-51-1602; A.C.A. § 27-51-1603; A.C.A. § 27-51-1609; A.C.A. § 6-15-2907

Date Adopted: 9/06/05 Last Revised: 7/24/06; 4/07/08; 6/27/11; 6/25/12; 6/24/13; 6/22/15; 6/20/16; 6/26/17; 6/25/18;

DRESS CODE FOR STUDENTS

The following is a list of approved or not approved clothing to be used as a guide for Flippin students. This is not intended to be a complete list.

APPROVED:

1. Dresses, shorts, and skirts are to be **no shorter than mid-thigh while standing.**
2. Tops must be long enough to cover the waistband of the pants, shorts or skirt with which the top is being worn with hands raised.
3. Shoes must be worn at all times.
4. When wearing tight fitting pants, such as opaque leggings, the top must completely cover the buttocks area when arms are raised above the head.

NOT-APPROVED:

1. Clothing that exposes underwear, buttocks, or breast of a female are prohibited (not applicable to costume or uniform worn while participating in a school sponsored activity). Act 835
2. Halter tops or similar items.
3. Very sheer blouses or see through tops without appropriate underclothes
4. Clothing advertising any product or activity that is considered damaging to a person's health or morals including things thought to be sexually or racially oriented that would be considered demeaning to either sex or any race (Example: tobacco, alcohol, drugs, profanity, etc.).
5. **Wearing of hats, caps, or any head covering in buildings by either boys or girls**
6. Shirts with a plunging neckline or shirts with low arm holes
7. Any clothing with holes above the appropriate short length.
8. Gang related paraphernalia or clothing.
9. Extremely low sagging pants.
10. Chains hanging from pockets or belt loops.
11. Pants/shorts worn below the hips; underwear must be covered.

12. A distracting body piercing and jewelry.
13. **Tops, pants and shoes designed to serve as or look like sleeping clothes.**
14. Students may not bring blankets to school to be worn in classes or the hallways
15. Sunglasses worn in the building are prohibited without a doctor's order. If clear prescription lenses can be worn, the student must wear those instead of tinted lenses.

DRESS CODE VIOLATIONS

All violations will require adjustment of clothing by immediately changing to appropriate attire before returning to class. Multiple violations for the school year will be handled as per the following:

1st violation – Change clothing and warning

2nd violation – Change clothing and 20 minutes detention

3rd violation – Change clothing and 60 minutes detention

4th and any additional violations – Change clothing and suspension

DRESS CODE FOR SPONSORED ACTIVITIES

All on-campus events are covered by the school dress code. Exceptions by the sponsor must be cleared through the principal's office for off campus events. Students attending and/or participating in Homecoming or Prom are expected to observe the guidelines of ACT 835 (6-18-503) of 2011. Current styles of dress will be considered, but the clothing should not expose underwear, buttocks, or the breast of a female.

EXTREME MISCONDUCT

Electronic Devices (cell phones, Chromebooks, digital cameras, MP3 players, etc.) Usage—Violation of Policy: If a student's electronic device is a distraction in class, the teacher will follow the assertive discipline policy beginning with a warning for the first offense. If a student is suspected of using the device for dishonest academic purposes, then the device will be given to the principal and may be held for the parent or guardian. If a student is believed to have been using the device for taking, transmitting, or receiving inappropriate texts or photos, then the device will be given to the principal and may be held for the parent or guardian.

Bullying: If any student is guilty of bullying another student, the following consequences will follow: first offense—conference with the principal and counselor; second offense—three-day in-school suspension; third offense and any additional offenses—five day out-of-school suspension with possible referral to alternative school.

Fighting: If it is impossible to determine which student is at fault for the fight, then the students who are involved in the fight will be suspended. First fight will result in a five-day suspension. Second fight will result in a recommendation for expulsion from school. The assault of another student will result in a ten-day suspension and recommendation for expulsion from school.

Alcoholic Beverages: Any student guilty of possession or use of alcoholic beverages on the school premises will be suspended from school for five days and be recommended for counseling and reported to law enforcement. If the student is in possession at an extra-curricular activity, they will be barred from attending extra-curricular activities for the remainder of the year in addition to the above consequences. A second offense will result in a ten-day suspension from school, a

recommendation for counseling, and a report to law enforcement authorities. A third offense will result in a ten-day suspension from school with a recommendation for expulsion for the remainder of the school year.

Illegal Drugs: Any student guilty of possession or use of illegal or un-prescribed drugs on the school premises or at a school activity will be suspended from school for ten days and recommended for expulsion for at least the remainder of the school year. The student will also be referred for counseling, referred to a drug education program, and reported to law enforcement officials.

Tobacco Products: Possession, smoking and other use of tobacco products is prohibited on the school campus. Possession of and smoking e-cigarettes is prohibited. The first offense will result in a three-day suspension; the second, a six-day suspension; the third, a nine day suspension; the fourth offense will result in recommendation for expulsion from school. As per Act 854 (1987), Act 779 (1997), and Act 1555 (1999), students may also be turned over to juvenile authorities as this is a misdemeanor violation punishable by a fine of \$10 to \$100. In addition, possession of or using hookah-like products is prohibited.

SUSPENSION AND EXPULSION FROM SCHOOL

To maximize student attendance, suspension from school will be a last resort, but situations may arise where it becomes necessary to suspend students from school. The consequence may be one to ten days of in-school suspension, out-of-school suspension, or possible expulsion.

1. Initially, a student will be given in-school suspension up to a maximum of two days per school year.
2. After reaching two days of in-school suspension, the next disciplinary procedure will be out-of-school suspension.

There are some exceptions where a student may be required to spend time in out-of-school suspension with possibly a combination of in-school, out-of-school days employed. Some situations that would be covered in this are included but not limited to:

1. Infectious diseases
2. Habitual uncleanliness
3. Immorality
4. Fighting

CAUSES FOR SUSPENSION/EXPULSION MAY BE BUT ARE NOT LIMITED TO THE FOLLOWING:

- **CRIMINAL ACTIVITY:** Committing or participating in any criminal act not specified above.
- **DAMAGE OR THEFT** involving school and/or private property
- **Overt DISRESPECT FOR SCHOOL EMPLOYEES**
- **DISRUPTIVE ACTIVITY:** Aiding, encouraging or participation in a disruptive activity that in any way disturbs the educational process and impedes another's freedom to properly utilize school facilities and programs
- **EXTORTION:** Intimidating any student with the intent of obtaining money
- **FIREWORKS:** A student shall not possess, handle, or store firecrackers, smoke bombs, cherry bombs, or any other kind of fireworks that reasonably could be a danger to anyone, that could cause damage to school property, or that could be disruptive to the learning climate of the school.

- **GAMBLING:** A student shall not participate in any activity which may be termed gambling or wagering where the stakes are money or any other object of value.
- **HAZING**
- **INSUBORDINATION:** Refusing to immediately carry out the direct and reasonable request of a school employee, including going to the office immediately when told
- **LASER POINTER:** Possession of a laser pointer (Act 1408 of 1999)
- **LEAVING CAMPUS** without permission (counted as truancy)
- **PARKING VIOLATIONS**
- Use of **PROFANE, VIOLENT, VULGAR OR INSULTING LANGUAGE**
- **PHYSICAL ABUSE OR ASSAULT OF SCHOOL STAFF:** (Act 104 of 1983 Special Session 6-18-502) A student shall not cause or attempt to cause physical injury to a school employee, fellow student or any other individual.
- **THEFT:** Students shall make restitution of any property stolen by them and shall be subject to other disciplinary measures.
- **THREATENING** others
- **TOBACCO:** Possession or use of **TOBACCO PRODUCTS**
- **TRUANCY** and **EXCESSIVE TARDIES**
- **WEAPONS POSSESSION:** Possessing (on person, in vehicle, or in locker) on school premises a gun, pistol, ice pick, switch blade knife or other harmful weapon or dangerous instrument. A student shall not possess, handle or store contraband materials while on school property or at school sponsored events. Act 567 of 1995 requires expulsion for a period of not less than one year for possession of any firearm or other weapon on the school campus.
- **EXCESSIVE OR REPETITIVE PDA**

The school district reserves the right to punish behavior which is not conducive to good order in the schools, even if such behavior is not specified in the preceding written rules.

SUSPENSION AND EXPULSION PROCEDURES

SUSPENSION PROCEDURE

1. A teacher may temporarily dismiss any student from class for disciplinary reasons. The teacher shall, when feasible, accompany the student to the office of the principal or designee and shall, as soon as practical, file with the principal a written statement about the student's dismissal from class.
2. The principal or designee shall determine whether to reinstate the student to class, to reassign the student, or to take other disciplinary action.
3. The principal or any school or designee is authorized to suspend students from school for disciplinary reasons up to ten school days, including the day upon which the suspension was initially imposed.
4. Prior to such suspension, the principal or designee, shall inform the student either orally or in writing about the infraction.
5. If the student denies the charges, the principal shall explain to him/her the evidence which forms a basis of the charges and shall permit the student to present his/her side of the story. This is considered to be a hearing.
6. When the principal considers that a suspension is proper, the student will be sent home with a copy of the suspension notice. A student-parent-principal conference will be

- requested for the morning of the student's approved return to school if the suspension is more than one day.
7. Additionally, the parent will be mailed a copy of the suspension notice which shall include the reasons for the suspension, its duration, the manner in which the student may be readmitted to school and the procedure for considering reinstatement.
 8. The principal or designee may require the attendance of the student involved at said conference as a condition for considering reinstatement.
 9. When a student has been notified of his or her suspension from school, he or she shall remain away from school until the principal or designee reinstates them, except that a suspended student may return to school when accompanied by their parent or guardian for a student-parent-principal conference.
 10. If a student's parent or guardian wishes to appeal a suspension, a student-parent-principal conference should be requested by the parent or guardian. If no agreement is reached an appeal of the ruling can be made to the superintendent the request of the parent or guardian. The principal or designee shall extend the suspension of the student and shall furnish the superintendent of schools with a full report on the suspension within a period of five days from the request.
 11. The superintendent of schools or designee shall have the authority to revoke, terminate, or otherwise modify the suspension and will notify the principal and parents of his actions within five days of receipt of the principal's report.
 12. If the superintendent or designee agrees with the suspension or modifies the suspension imposed by the principal and if the student or the parent so request, a hearing shall be scheduled before the school board within five days after the superintendent has notified the parent or student of their action. The board may revoke, terminate, alter or modify the suspension.
 13. A suspended student will be readmitted to school after being suspended for ten school days including the day upon which the suspension was initially imposed, even if the appeal process has not been completed.
 14. A suspension that does not amount to an expulsion for the remainder of the semester but is more than ten days is authorized. This long-term suspension, however, shall come only after the student has been afforded notice, opportunity for a hearing and the same procedural rights as for expulsion.
 15. If the school is undergoing a violent upheaval or if orderly educational processes have otherwise been substantially disrupted, standard suspension or expulsion policies may not be in order. In other words, students may be suspended indefinitely without being given notice, a hearing, and without the other rights provided herein first being fully observed. This procedural exception would apply only in rare instances such as riots or where emergency circumstances make it unreasonable for the administration and board to consider the case within the usual time. In all such cases, notices, hearings, and other rights shall be provided in accordance with the normal provisions at the earliest practical date after order is restored.

EXPULSION PROCEDURE

The principal of a school may recommend that a student be expelled from school with loss of credit. A written recommendation to the superintendent shall include a statement of the charge against the student. A student may be suspended during the time of this procedure.

1. If the superintendent concurs with the recommendation, he shall schedule a hearing before the school board.
2. The school board may expel a student for the remainder of the semester, for the remainder of the school year, or permanently for conduct it deems to be of such seriousness as to make a suspension inappropriate, or when it finds that the student's continued attendance at school would be unacceptably disruptive to the educational program or would present unreasonable danger to other students and faculty members.
3. Permanent expulsion is appropriate for any felony committed on campus, as well as in instances in which serious bodily harm occurs to another person.
4. The superintendent or designee shall give written notice to the parent if the student is a minor or to the student if he or she is an adult, mailed within ten calendar days from the alleged incident which caused the expulsion recommendation. A hearing will be conducted not earlier than three calendar days or more than seven calendar days following the date of the notice except that the superintendent and the student and the student's parent may agree in writing to a date not conforming to this limitation.
5. The notice also will state charges against the student in clear and concise terms.
6. In every case of a hearing held by a school board regarding the expulsion of a student, the president of the board or, in his or her absence, another member selected by the board shall preside at the hearing. The student shall be entitled to representation by a lawyer or lay counsel.
7. The superintendent or designee shall present evidence and may present witnesses or statements of those persons who have personal knowledge of the events or circumstances which give rise to the expulsion recommendation at the hearing.
8. The student or representative may then present witnesses or statements by witnesses with personal knowledge of events or circumstances relevant to the issues.
9. Members of the board may question any witness.
10. At the conclusion of the hearing, the board may discuss the matter and dispose of it by vote.
11. If the board does not expel the student with loss of credit, it may impose less severe disciplinary actions, such as long-term suspension, which may be without opportunity for make-up of school work. The board shall briefly state its findings in writing within ten days after the hearing.
12. The president of the board or the presiding officer has the authority to limit unproductive, long, or irrelevant questioning by non-board members.

GROUP HEARINGS FOR SUSPENSION OR EXPULSION

When two or more students are charged with violating the same rule and have acted in concert and the facts are basically the same for all such students, a single hearing may be conducted for them if the president of the board believes the following conditions exist:

1. No student will have their interest substantially prejudiced by a group hearing. If during the hearing, the president finds that a student's interest will be substantially prejudiced by the group hearing, a separate hearing may be ordered for the student.
2. A group hearing will not likely result in confusion.

AREAS OPEN TO STUDENTS BEFORE SCHOOL & DURING LUNCH

Before school begins each morning, students may go to the cafeteria to eat breakfast or to the gym to sit in bleachers. Students may not sit in the top five rows of bleachers during this time, during lunch or during QUIPS. There should be no students in the hallways before the 7:45 a.m. bell rings in the morning and before the 11:46 a.m. bell rings after lunch. During lunch, students may eat in the cafeteria, may go to the gym to sit in bleachers, or attend club meetings. The Alford Street side of campus and area between the elementary school and cafeteria are not approved areas. The middle school hallway and the parking lot of the middle school are not approved areas. All students in grades nine through twelve must come directly from buses or cars to the high school campus. No students should be on the elementary campus except for walking to the high school campus. No students should be in any other building before the bell rings or during lunch.

PARKING

Students who drive must park in the lot west of the agriculture building. All students driving to school must register their cars in the office and no one is permitted to return to the parking lot without permission from the office. All students must immediately vacate their vehicles upon arriving at school.

CLOSED CAMPUS

Beginning with the 2019-20 school year, the Flippin Board of Education adopted an open campus policy, restricted to grade 12 for the school lunch period (11:12 a.m. – 11:43 a.m.) with the understanding that this policy is a privilege that can be revoked at any time. Further, two resultant 5th Period tardies may carry the consequence of loss of this privilege for the remainder of the semester in which the tardies occurred. No more than two (2) students will be allowed per vehicle leaving campus as set forth by Arkansas Law. All food must be consumed before reentering the school building. This privilege may also be revoked at any time due to disciplinary infractions, poor grades, or attendance issues. Campus will remain closed for students in 9th, 10th, and 11th grades.

Non-students are not permitted to visit campus. Students driving vehicles to school are to park them in the student parking area and stay out of the vehicle (includes motorcycles and bicycles) until school is dismissed.

SCHOOL MEALS

Flippin School District participates in the Community Eligible Provision (CEP) program. Through this program, every child's breakfast and lunch is provided to the child at no cost. If the student is not present to eat breakfast before school starts, they will be provided an opportunity to obtain a "second chance" breakfast. The second chance breakfast is also free of charge if the student did not eat breakfast at the first opportunity that was offered before school. Students are allowed to purchase additional ala carte items. While no money is required for a reimbursable meal, money can be placed on account for ala carte or other food and beverage items by submitting cash or check payment to the school's office, district office, or the child nutrition office

Parents who wish to eat lunch with their child should make arrangements with the office. A Visitor's Pass must be acquired in the office before entering the campus. The cost of an adult lunch is \$4.75 and breakfast is \$2.70. Breakfast is served in the cafeteria from 7:20 to 7:45 a.m.

TELEPHONE USE

The telephone in the office and all other school phones are for school business and emergency calls only. Students needing to use a phone must have permission from the office.

SERVICES

LIBRARY

The library shall be organized as a resource center of instructional material for the entire educational program. The following is a list of rules for the High School Library:

1. All books taken from the library must be checked out and have the book stamped with the due date.
2. Students who have overdue books and/or fines may not check out any additional library items until their debts are resolved.
3. Magazines are available for pleasure reading and may be used in the library only.
4. Do not write in books or magazines or deface them in any way.
5. Only librarians on duty are to be in the circulation office area.
6. Students who are asked to leave the library three times due to discipline will lose their library privilege for the semester. If library privileges are lost, the student may use the library only before school or after school.
7. Printing services are available for student projects.

SCHOOL STORE

Pens, pencils, notebooks, note cards, highlighters, erasers, poster board, and computer disks can be purchased in the high school office **before school, during lunch, and after school.**

STUDENT TEXTBOOK/EQUIPMENT CHECK-OUT

Textbooks and calculators are available from the school for check out to students. Each student is responsible for books/equipment checked out, and if school books/equipment are lost they will be paid for by the student. If a student loses a textbook in a class a second book may immediately be checked out. The student will be responsible for both texts at the end of the school year. If a third textbook is needed in a class, a report will be made to the office as the student will have to pay for at least one textbook before the third will be issued.

All students in grades 9-12 will be issued Chromebooks for classroom instruction.

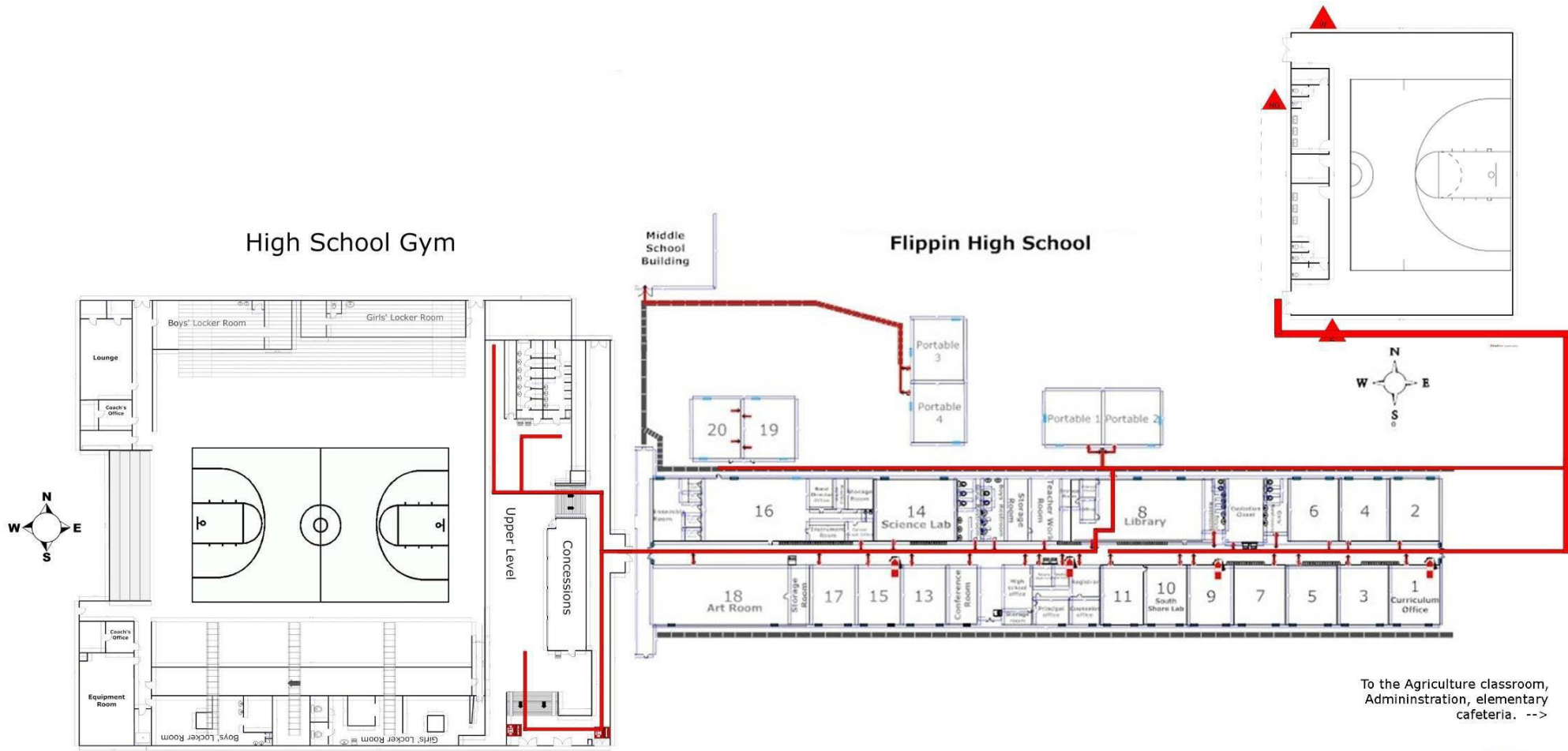
MARRIED & PREGNANT STUDENTS

Married or pregnant students shall be governed on the same basis as other students.

HEALTH AND WELLNESS

In accordance with Act 1220 of 2005, Flippin High School will observe the following guidelines:

- Parents may provide food only for their child.
- No food other than cafeteria food may be sold until at least 30 minutes after the high school lunch period.
- Students may not bring food and share with other students



To the Agriculture classroom, Administration, elementary cafeteria. -->

SmartDraw Academic Edition

- | | | | | |
|--------------|--------------------|----------------|------------------------|-------------------------|
| 1 V. Jones | 7 J. Metts | 13 D. Pace | 19. D. Hickey | Gym—Robins and Greenhaw |
| 2 A. Maze | 8 S. Jefferson | 14 Science Lab | 20. D. Foster | |
| 3 C. Chism | 9 J. Bogan | 15 K. Stoner | Portable 1 A. Robins | |
| 4 K. Randall | 10 J. Walser | 16 B. Shaver | Portable 2 J. Mitchell | |
| 5 B. Risley | 11 J. Jefferson | 17 J. Lynch | Portable 3, 4 K. Ash | |
| 6 T. Hullett | 12 Conference Room | 18 C. Blasdel | Agri Bldg T. Vancuren | |

Flippin High School Map

**Flippin Middle School
146 School Lane
Flippin, AR 72634**

Telephone: (870) 453-6464

Fax: (870) 453-6465

www.flippinschools.net

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PREFACE

The primary purpose of this handbook is to acquaint the students of Flippin Middle School with the rules, regulations and customs so that they may more readily adapt themselves to the principles of our school. We ask that you read this handbook carefully and keep it for future reference. Failure to read and be familiar with this book will not relieve any student of any responsibility for compliance with the rules and regulations stated herein.

Welcome to Flippin Middle School

We encourage parents and family members to visit our campus. If you wish to have a conference, appointments can be made by calling the office at **870-453-6464**.

Forward: A child's education is a responsibility shared by the District and family during the entire time a child attends school. To support the goal of the Flippin School District to educate all students effectively, parents and schools must work together. Parents in the Flippin School District are diverse in culture, language and needs, and they are an integral component of the District's ability to provide for the educational successes of the student.

The Flippin School District believes that engaging parents in their children's educational endeavors is essential to improving student achievement and that the District should foster and support actual parent involvement in all of its educational endeavors. We hope these family kits encourage communication with parents. Our goal is to create communication that is both two way and meaningful.

The following are a few family events and services Flippin Middle School offers to attain that goal:

- Open House –Please come and get to know the staff and your school.
- Parent/Teacher Conferences – Flippin School District will schedule at least two parent/teacher conferences per school year. Parents are encouraged to schedule additional parent/teacher conferences at any time they deem needed.
- 5th grade orientation – Held each fall to assist students entering Flippin Middle School in that transition.
- Academic Planning - We conduct a meeting in the spring to explain the smart/common core curriculum and to discuss graduation requirements in high school.
- An 8th grade transition meeting is held every spring to discuss high school graduation requirements, meet high school staff and make curriculum requests for the following year.
- The District may plan and engage in other activities and events determined by them to be beneficial in the fostering of effective communication with parents.

Flippin Middle School Teachers

- Superintendent – Kelvin Hudson
- Principal – Gregg Yarbrough
- Counselor – Emily Cheek
- Secretary – Karen Varn
- Special Education – Kristen Rodriguez, Tracy Longino, Kynza Ash, Kylie Kilgore
- Paraprofessionals – Lindsay Staranowicz, Elizabeth Kashpureff
- Science – Caleb Hudson, Jan Bandy, Dustin Witty
- Social Studies – Wendy Treat, Kallie Copeland, Shauna Barnett
- Math – Deanna Klaus, Daniel Hickey, Danyial Williamson, Brooke Porter
- English – Taylor Yowell, Veronica Pace, Kim Montgomery
- Business/Computer – Wade Carroll
- Physical Education/Team Sports – Grant Greenhaw, Josh Robins, Clayton Gardner, Sonya Hall
- Art – Cheryl Blasdel, Tracey Moore
- Music – Bruce Shaver, Austin Bullington
- GT Coordinator – Lea Hawkins
- Interventionist – Hannah Davenport, Bobbi Parsons, Shared Russell Stockdale
- Media Specialist – Suzie Rook

GENERAL INFORMATION

SCHOOL COLORS AND MASCOT

The Flippin Middle School colors are red and white and the school mascot is the bobcat.

SCHOOL SPIRIT

School spirit is hard to define, yet it is a powerful force in any school. It is so important, that without it a school can never be great. First, it is more than a loud voice. It begins in the classroom where we do our best. It is our athletic teams striving hard to win, our classes, clubs and other competitive organizations desiring to excel. It is courtesy and consideration that you have for each other, for others who may be our guests and the support you give fellow students in their respective activities. It is you in the halls, in your classes, on campus or wherever you might be. It is the thrill of victory and the acceptance of honorable defeat. It is the knowledge that you have done your best. All these things bind us together and make us proud to be BOBCATS. School spirit is something that can become a part of us and influence us to be good school citizens now and useful adult citizens.

PHILOSOPHY

The Flippin Middle School is designed and planned exclusively for fifth-eighth grade students. The staff can focus their complete attention on the social, emotional, physical and intellectual needs of this development age group.

MISSION STATEMENT

The mission of Flippin Middle School is to strive for the highest level of student achievement by meeting their academic, social, emotional, and physical needs through equitable quality instruction, student participation and parental involvement.

CITIZENSHIP

Learn and obey rules, be respectful of others and their property, be responsible for one's own actions.

SCHOOL INSURANCE

The school does not cover medical expenses for students. If your son or daughter has an accident at school, the school will not pay for hospital care, emergency care or doctor bills. If your insurance does not cover your child, you might wish to purchase student insurance offered by several insurance companies at reasonable rates. Check with your insurance agent

THE NEED FOR REFORM & COMPONENTS OF AN EFFECTIVE MIDDLE SCHOOL

In 1989, the Carnegie Council on Adolescent Development released its now famous report entitled *Turning Points*. *Turning Points* dramatically outlined a burning need for reform in middle level education. *Turning Points* also opened a door that had been closed for years. Behind that door was the fact that educators, school board members, parents, and citizens generally need to be more cognizant of this age group (10-15) and what an effective educational program for this group requires. In essence, there was a call to break old paradigms and recognize a third level of education. No longer should we think of elementary and secondary without recognizing the middle.

Flippin Middle School has answered the call for reform. Teachers have access to the latest research. Staff development is being provided to bridge the elementary/secondary gap. Hours and hours have been spent studying the unique needs of these preadolescents. Programs to meet their needs have been developed. As a result, FMS is now a better place for students and teachers.

The following page outlines the eight recommendations from *Turning Points* and provides some insight as to why it is now time to address the needs of students caught in the middle.

“Start by doing what’s necessary; then do what’s possible; and suddenly you are doing the impossible.”

-St. Francis of Assisi

REASONS FOR MIDDLE LEVEL EDUCATION

Middle grade schools – junior high, intermediate, and middle schools – are potentially society’s most powerful force to recapture millions of youth adrift and help every young person thrive during early adolescence.

A volatile mismatch exists between the organization and curriculum of middle grade schools and the intellectual and emotional needs of young adolescents. Caught in

the vortex of changing demands, an engagement of many young in learning diminishes and their rates of alienation, substance abuse, absenteeism, and dropping out of school begin to rise.

Most adolescents attend massive, impersonal schools, learn from unconnected and seemingly irrelevant curricula, know well and trust few adults in school, and lack access to health care and counseling. Millions of these young people fail to receive the guidance and attention they need to become healthy, thoughtful, productive adults.

--Turning Points: Preparing American Youth for the 21st Century. Carnegie Council on Adolescent Development, June 1989.

EIGHT RECOMMENDATIONS FROM *TURNING POINTS*

1. Create small communities for learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth.
2. Teach core academic programs that result in students who are literate, including in the sciences, and who know how to think critically, lead a healthy life, behave ethically, and assume the responsibilities of citizenship in a pluralistic society. Youth services to promote values for citizenship in an essential part of the core academic program.
3. Ensure success for all students through elimination of tracking and promotion of cooperative learning, flexible in arranging instructional time, and adequate resources (time, space, equipment, and materials) for teachers.
4. Empower teachers and administrators to make decisions about the experiences of middle grade students through creative control over the instructional program linked to greater responsibilities for students' performance, governance committees that assist the principal in designing and coordinating school-wide programs, and autonomy and leadership with sub-schools or houses to create environments tailored to enhance the intellectual and emotional development of all youth.
5. Staff middle schools with teachers who are expert at teaching young adolescents and who have been specifically prepared for assignment to the middle grades.
6. Improve academic performance through fostering the health and fitness of young adolescents, by providing a health coordinator in every middle school, access to health care and counseling services, and a health-promoting school environment.
7. Re-engage families in the education of young adolescents by giving families meaningful roles in school governance, communicating with families about the school program and student's progress, and offering families opportunities to support the learning process at home and at school.
8. Connect schools with communities, which together share responsibility for each middle grade student's success, through identifying service opportunities in the

community, establishing partnerships and collaboration to ensure students' access to health and social services, and using community resources to enrich the instructional program and opportunities for constructive after- school activities.

5th Grade Schedule	
Homeroom/GT (1 st)	7:50-8:35
2 nd Specials	8:39-9:24
Block 1 (3 rd)	9:28-10:33
Block 2 (4 th)	10:35-11:40
Lunch	11:40-12:10
Recess	12:10-12:20
Block 3 (5 th)	12:25-1:30
Block 4 (6 th)	1:33-2:38
End of Day (7 th)	2:38-3:09

7th & 8th Grade Schedule	
1 st	7:50-8:39
2 nd	8:43-9:30
3 rd	9:34-10:21
4 th	10:25-11:12
5 th	11:16-12:03
MS Lunch	12:03-12:33
6 th	12:37-1:25
7 th	1:29-2:17
8 th	2:21-3:09

6th Grade Schedule	
1 st Specials	7:50-8:35
2 nd	8:39-9:24
3 rd	9:28-10:33
4 th	10:35-11:40
Lunch	11:40-12:10
Recess	12:10-12:20
5 th	12:25-1:30
6 th	1:33-2:38
Homeroom/GT (7 th)	2:38-3:09

ACADEMICS

ASSESSMENT

There will be no semester test grade, both nine weeks grades will be averaged for a semester grade. Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that reflect other educational objectives such as those contained in the learner outcomes and curriculum frameworks may also be given. Grades cannot be inflated or deflated for non-academic work (ex. signed papers, extra credit, etc.)

1. **Alternatives to traditional pencil/paper exams:**
 - A. Student Portfolio
 - B. Demonstration of Mastery
 - a. Project
 - b. Public presentation
2. **Homework - Classwork - Extra Practice**
 - A. Homework is considered essential to student progress. Experience dictates that students who fail to regularly complete homework will have difficulty progressing to the next grade.
 - B. Classwork and digital learning practice not completed at school

becomes the student's responsibility to complete at home.

DROPPING COURSES

All schedule changes must be made during the first week of a semester. Extenuating circumstances will be handled on a case-by-case basis. In order to drop an elective course, the following procedure must be followed:

1. Student obtains drop slip from the office.
2. Slip is completed and signed by the following persons:
 - Student
 - Parent/Guardian
 - Involved Teachers
3. Counselor revises schedule.
4. Students will continue their old schedule until they are given their new schedule.

ASSESSMENT OF STUDENT PROGRESS

It shall be the policy of the Board of Education that each student's progress be assessed at each grade level in acquiring mastery of competencies, skills, and subject matter required by law and state standards. Each 8th grade 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. (See District Handbook for Policy 4.55 in its entirety.)

The evaluation of each student's performance on a regular basis serves to give the parent/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the express educational objectives of the course.

REPORTING STUDENT PROGRESS TO PARENTS

Report cards are sent to parents four times each year, the specific time being at the close of each nine week's period, except the final report shall be sent home the last week of school. Parents are invited to the school to confer with the teachers and principal relative to the instruction of their children, parents will be expected to arrange such conferences by an appointment in advance. Additional bimonthly reports may be requested through the Middle School Office.

Fifth through eighth grade students will use a traditional report card.

Home Access Center (HAC) is available for parents and students to view grades anytime throughout the year. A letter will be sent home at the beginning of the year with the student's schedule including login and website information. Parents and students can also get login information from the office by calling 870-453-6464.

Progress reports are sent home to the parents/guardians of all students at mid-term. Parent- teacher conferences are currently scheduled twice per school year, one at the end of the first nine weeks and one at mid-term of the third quarter. Parents may also call

the office to request a conference with one or more teachers at any time during the school year.

RETENTION PROCESS

Retention is a last resort at Flippin Middle School. The need for retention will be determined on a case-by-case basis. Alternatives to retention may include options such as summer school or an alternative learning environment. See District policy 4.55 on Student Promotion and Retention. Parents will be notified as soon as a student appears to be in jeopardy of failing. The ALE referral process will include but is not limited to: IEP'S, grades, discipline reports, attendance, documented prior interventions, State Test results, and etc. See District policy 5.26 for Alternative Learning Environments.

MIDDLE SCHOOL REMEDIATION PROGRAM

Math, science, and literacy teachers will review the results of the current 5th, 6th, 7th, and 8th grade students' ACT Aspire test data to prepare for the upcoming year. The teacher will determine the instructional strategies that would best suit those students according to the results of the tests and will use "best practices" techniques to help address those needs. Each SSP will be reviewed with the student's parent or guardian with input on the best course of action for his or her academic decisions.

Students who have not met the proficiency level in math literacy, and/or science will be required to participate in this program following the testing of which they did not reach the state level of proficiency. Failure to complete the aforementioned program may result in the loss of an elective(s) to provide adequate time to complete the remediation requirement.

Teacher-led instruction and computer-based instruction will be combined to help students. The students will be assessed periodically using a variety of formative and summative assessments to determine progress and help direct the teacher's instructional decisions for future classes.

HONOR ROLL AND AWARDS PROGRAM

Fifth through eighth grade teachers will recognize academic achievement at the end of each Quarter/Semester.

CURRICULUM

The Flippin School District will use the Arkansas State Standards to plan instruction leading to student demonstration of proficiency. Student testing data will be analyzed by the faculty to determine our student and curriculum needs.

The Department, with advice from public schools and institutions of higher education, shall devise an assessment system that will measure progress toward meeting the content standards expressed in the Arkansas State Standards. The ACT Aspire will be used to assess student progress and curriculum revisions throughout the school year. ACT Aspire includes test items that are aligned with the Arkansas State Standards. Students will also practice "constructed response" questions with an established rubric in all content areas, these evaluations shall serve as a major factor in determining accreditation status of public schools.

SMART CORE AND CORE

All parents and students will have a meeting with the counselor in the spring or August prior to the beginning of a new school year before a student's seventh (7th) grade year and every year thereafter. During this time, a course of study will be developed, maintained, or modified by this group. Any changes in the original plan will take place at this time. Parents will be notified of the time and location of this meeting in writing by mail/newsletter newspaper and by the school calendar posted on the school website. All subsequent schedule changes will only take place through recommendation and approval by the faculty, counselor, parents, and student. This will be initiated in writing by the parties involved.

Students and parents will be given a consent form document provided by the district in determining the educational path for their child. This form will be added to the student's permanent transcript at that time and will be reviewed by any of the aforementioned members involved in this process.

The core curriculum for Flippin Middle School shall encompass all types of developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize overarching processes of reasoning and problem solving, communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real-life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile.)

Grades 5-8

All students shall receive instruction in each content area annually:

- Language Arts
- Mathematics
- Social Studies
- Science
- Computer Science
- Physical Education
- Fine Arts

<h2>SCHOOL REGULATIONS</h2>

AREAS OPEN TO STUDENTS BEFORE SCHOOL & DURING LUNCH

Before school begins students must go to the cafeteria where they may eat breakfast or sit quietly. Once on campus, a student may not leave campus during the school day without signing out at the office. During lunch, students may remain in the cafeteria or go to a designated area outside the middle school buildings. The designated area will be on rotational basis by grade level.

All students grade 5-8 must come directly from buses or cars to the approved areas of campus. No student should be on the elementary campus except to walk to the Middle School. Students will not be allowed in the high school hallways. No students should be in any other building before the first bell rings or during lunch. ***Middle School students cannot socialize with high school students during the school day.***

All students are expected to leave campus by bus, car, or walking when school has ended for the day. There is no supervision at school after hours unless it is a scheduled activity and the sponsor is in attendance.

PHYSICAL EDUCATION EXCUSES

P.E. grades are based primarily on participation. To be excused from PE, a student must bring a note from home and submit it to the office. The note will be initialed by office personnel and the student will then give it to the appropriate instructor. Medical excuses will be accepted from a doctor.

SCHOOL TRIPS

Middle school students participating in field trips or after school activities must have written permission from their parents. All students will follow the teacher's directions and all school rules. School dress code will apply unless the sponsor clears other dress through the office. To be eligible to attend field trips students must demonstrate good citizenship. Students who have been disciplined for theft, vandalism, overt disrespect, or who have received in or out of school suspension, may not be allowed to attend field trips. See policy Suspension and Expulsion in middle school. The FMS faculty may implement additional field trip eligibility requirements such as: no outstanding work, passing grades in all core classes, and/or GPA requirements. Students are expected to ride the bus to and from school activities unless a parent wishes to take the child with them, (the child can be excused to accompany the parent). *In order for a student to be released to anyone other than the parent, a note must be sent with the student and signed by the principal prior to the departure from school.*

VERBAL ABUSE OF SCHOOL OFFICIALS

Verbal abuse of school officials is prohibited according to Arkansas Statute 6-17-106. It reads "Every person who shall abuse or insult a public school teacher while such teacher is performing normal, regular, or assigned school responsibilities shall be guilty. A person who violates this section shall be guilty of a misdemeanor and upon conviction, shall be liable to a fine of not less than \$100 and not more than \$1500." (AR Code 6-17-106 as amended by Act 1565, 2001)

OUTSTANDING DEBTS

Any student that has any outstanding balance owed to the school in the form of excessive unpaid lunch bill, library fines, damaged or lost school books, uniforms not returned or damaged, band instruments or classroom equipment, organizational fines or dues, and any other debt that is considered excessive will not be allowed to participate in any school extra-curricular or co-curricular activities, field trips or be allowed attendance for any school related activity outside of the normal school hours on the school campus until the debt is found to be in good standing or other arrangements have been made for repayment of the debt with the school administrator. *Outstanding Debt* is defined as any fine or non-returned item that has been unresolved carrying over from one school year to the next school year. It could also include issues that are not resolved within established time frames outlined by the administrator, teacher or sponsor.

DRESS AND APPEARANCE

The following guidelines should be used as a guide for Flippin Middle School students. It is not intended to be a complete list. Dress code rules are to be followed at all

school functions.

1. **Clothing that exposes underwear, buttocks, or breast of a student are prohibited** (not applicable to costume or uniform worn while participating in a school sponsored activity). Act 835
2. Dresses, skirts, and shorts should and should not be shorter than mid-thigh.
3. Tops should be long enough to cover the waistband of the pants, shorts or skirt that is being worn
4. Shoes should be worn at all times (unless directed by a teacher). For safety purposes, it is recommended that students do not wear flip flops or sandals for physical education classes.
5. When wearing spandex type pants (i.e. all yoga pants and opaque leggings), the top must completely cover the buttocks when arms are raised
6. Hairstyles, piercings, and clothing should NOT be a distraction and/or cause a disruption to the educational process. Should the aforementioned become a distraction, students will be asked to change before returning to class

DRESS NOT APPROVED:

1. Halter tops, tank tops; items that expose the breast of a student; shirts with armholes cut out
2. Strapless shirts
3. Very sheer blouses, see through tops, worn without appropriate underclothes, or tops that are cut low enough to expose breasts.
4. Clothing advertising any product or activity that is considered damaging to a person's health or morals including things thought to be sexually or racially oriented that would be considered demeaning to either sex or any race (i.e. tobacco, alcohol, drugs, profanity, etc.)
5. Wearing of hats, caps, hoods, or any head coverings in buildings
6. Tops, bottoms, blankets, and/or shoes designed to serve as sleeping clothes (et al Pajamas)
7. Any clothes with holes above the appropriate short length that show skin or underwear
8. Gang-related paraphernalia or clothing
9. Extremely low sagging pants
10. Face painting without prior approval by the principal (et al Spirit Week)

*If you do not have access to appropriate daily wear, please contact your counselor.

GUM, CANDY, AND FOOD ITEMS

All food items are to be consumed in the cafeteria unless permission is granted by a teacher. No food or drinks are to be consumed in the hallways. Drinks are to have spill proof lids to avoid spills and glass containers are prohibited. Food items that are brought to school as part of a lesson, i.e. cake atoms/cells, etc., cannot be shared between students at any time during the school day. Students will be permitted to share food on the school's nine allocated food days. Parents may only bring food and/or drinks for their own child and cannot bring items such as pizza or any other food to celebrate a birthday to share with other students.

BREAKFAST/LUNCH PROCEDURES

Flippin School District participates in the Community Eligible Provision (CEP) program. Through this program, every child's breakfast and lunch is provided to the child at no cost. If the student is not present to eat breakfast before school starts, they will be provided an opportunity to obtain a "second chance" breakfast. Second chance breakfast begins at 8:35. The second chance breakfast is also free of charge if the student did not eat breakfast at the first opportunity that was offered before school. Students are allowed to purchase additional ala carte items. While no money is required for a reimbursable meal, money can be placed on account for ala carte or other food and beverage items by submitting cash or check payment to the school's office, district office, or the child nutrition office

Parents who wish to eat lunch with their child should make arrangements with the office. A Visitor's Pass must be acquired in the office before entering the campus. The cost of an adult lunch is \$4.75, and breakfast is \$2.70. Breakfast is served in the cafeteria from 7:20 to 7:45 a.m.

CONDUCT AND DISCIPLINE

ASSERTIVE DISCIPLINE

To guarantee all students in our school an excellent learning climate, the Flippin School Board has adopted as policy the Assertive Discipline Program. The program places the responsibility for behavior on the student. Every classroom has the rules posted with consequences for those students who choose not to follow the rules. We believe all students can behave appropriately and will tolerate no student interfering with a teacher's right to teach or a student's right to learn. Negative consequences are implemented to alter inappropriate behavior. We believe that by working together to identify reasons for misbehavior and addressing those needs, we can bring about genuine cooperation which we are all striving for. Discipline issues will be dealt with using a variety of measures ranging from a verbal reprimand to a maximum of expulsion.

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

- At any time on the school grounds;
- Off school grounds at a school-sponsored function, activity, or event; and
- Going to and from school or a school activity. All students learning virtually are considered to be on school grounds when participating in the virtual classroom synchronously or asynchronously and shall be held accountable for respecting and obeying all school policies as outlined in the Flippin School District student handbook while participating in online learning and when reporting to campus for scheduled meetings and events. Students will be expected to display appropriate behavior during virtual online sessions and when participating in online discussions.

CLASSROOM RULES

1. Be in your seat, with needed supplies and completed assignments, ready to work when the tardy bell rings.
2. Students will keep hands, feet and objects to themselves.
3. No swearing, teasing, rude gestures or put-downs.
4. Follow instructions when given.
5. No cell phones/earbuds in class

**Each teacher may add additional rules that are specific to their particular classroom as long as they are approved by the principal.*

BEHAVIOR OUTSIDE THE CLASSROOM

Behavior expectations in the hallways, at assemblies, and in the cafeteria are the same as the expectations in a classroom. All staff can write up a student for misbehavior outside the classroom (hallways, assemblies, etc.) These write ups will follow the same procedures as outlined below in “Consequences for Breaking Classroom Rules.”

CONSEQUENCES FOR BREAKING CLASSROOM RULES

When a student breaks a rule there are various levels of punishment and/or warnings. During a nine-week grading period, only three (3) warnings are permitted. After a student has received their third warning, they will receive:

- 15 minutes of after school detention for warnings 4-6
- 30 minutes of after school detention for warnings 7-9
- 45 minutes of after school detention for warnings 10-12
- Then, when a student breaks a rule, they will be sent to the principal (see Severe Clause)

**Any student receiving two or more warnings in a single class period will receive detention.*

AFTER SCHOOL DETENTION

After-School Detention is held for 60 minutes beginning at 3:15, when the bell rings. If a student is late for detention he/she will be considered absent and his/her accumulated time will double for the next day.

The following rules apply to detention hall Monday-Friday:

1. Pen or pencil is required.
2. No talking.
3. All detention is served on the date assigned on the misconduct form. A copy of the misconduct form is given to the student to be taken home so parents will be informed of the upcoming detention.
4. Transportation for detention is the responsibility of the parent or guardian.
5. The principal has the discretion to use suspension or other forms of discipline at any time if necessary.
6. The office must be notified by a parent prior to the assigned detention to make any other arrangements.

SEVERE CLAUSE

Severe Clause is used when a student's behavior is too severe to be handled by the classroom teacher including, but not limited to, the following:

1. Bullying
2. Destruction of Property
3. Insubordination
4. Classroom Disruption
5. 13 or More Misconducts in a Class

If a student is severed to the principal's office, the following procedure will be followed each nine week period:

1st referral – principal conference and 60 minutes of detention or 3 swats with a paddle

2nd referral – principal and parent conference and 60 minutes of detention or 3 swats with a paddle

3rd referral – 75 minutes of detention or 3 swats with a paddle

4th referral and beyond – 1 day of suspension for each referral

**The principal has discretion to use suspension or other forms of discipline at any time if necessary. The principal may also adjust the detention time if necessary.*

The following procedures will be observed:

- a. Referrals will be sent to the office. The principal will add any comments necessary, conference with the student if necessary, make notation in the student's file, and return one copy of the referral to the teacher. The principal will give one copy to the student. Parents will be notified by phone or electronically by the teacher or the principal.
- b. The student will take the referral home, have it signed by a parent, and return it to the office before first period begins on the next school day. Failure to return the signed referral in a timely fashion could result in further disciplinary action.

**Students are subject to receiving a severe referral to the office for inappropriate behavior anywhere on school premises, at school-sponsored events, or while attending another public school activity.*

EXTREME MISCONDUCT

Any student who accumulates twenty-five written misconducts in a school semester will be suspended for the remainder of the semester, or if there are more than ten school days left in the semester, recommended to the school board for expulsion from school for the remainder of the semester. This action will be based on an unacceptable level of disruption to the education program. The following process will be followed if extreme misbehavior occurs:

Number of written misconducts*	Consequence(s)
5	Principal conference, letter to parent
10	Superintendent conference, letter to parent
13	One day suspension, letter to parent
15	Parent conference, letter to parent

18	Two-day suspension, letter to parent
20	Parent conference, letter to parent
24	Phone contact to parent
25	Ten days suspension and/or expulsion for the remainder of the semester

**The misconduct count will start over at the beginning of the second semester.
Potential ALE referral based on frequency and type of misconduct.*

REMOVAL BY A TEACHER

A teacher may remove a student from class and send that student to the principal. If a teacher removes a student from class twice in any nine-week grading period, the principal may not return the student to the teacher’s class until a parent conference has been held. (Act 1281 of 1999, 6-18-511)

CONSEQUENCES FOR BREAKING SCHOOL RULES AT A SCHOOL-RELATED FUNCTION ON OR OFF CAMPUS

Policy – 4.25

Dress Code Violations:

- 1st offense** - Written warning, change clothes, and parents notified
- 2nd offense** - 15 minutes detention, change clothes, and parents notified
- 3rd offense** - 30 minutes detention, change clothes, and parents notified
- 4th and future offenses** – 60 minutes detention, change clothes and parents notified.

Policy – 4.18

Public Displays of Affection

- 1st offense** – verbal warning
- 2nd offense** – 15 minutes of detention
- 3rd offense** – 30 minutes of detention
- 4rd offense** – 45 minutes of detention
- 5th offense** – 60 minutes of detention

Policy - 4.47

Cell Phone:

Teachers may collect phones at the beginning of the class and return them at the end of the class.

Students using cell phones, EAR BUDS, headphones or other portable music devices during instructional time and without permission from the teacher shall have the device confiscated and be issued a warning. Students have no right of privacy as to the content contained on any cell phones and other electronic communication 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.

- 1st offense** – Teachers keep the device for a period
- 2nd offense**- Teachers keep the device for a day
- 3rd offense**- Teacher takes the device to the office to be picked up by the parent

Policy - 4.20

Disruption/Disrespect: Verbal warning to suspension, depending on severity.

Disrespect to a Teacher: 1st offense: 60 Minutes of Detention
2nd offense: 1 day of in school suspension
3rd offense: 3 days of in school suspension
4th offense: 1 day of out of school suspension (OSS)

Racial/Ethnic Slurs: 1st offense: 30 Minutes of Detention
2nd offense: 60 Minutes of Detention
3rd offense: 1 day of in school suspension
4th offense: 1 day of out of school suspension (OSS)

Policy – 4.21

Fighting and/or assault: 1st fight – 3 day suspension or in school suspension
2nd fight – 5 day out of school suspension
3rd fight – 10 day out of school suspension with
recommendation for expulsion

**Assault of a fellow student or school employee will result in a 10- day suspension and recommendation for expulsion.*

Pushing or Shoving: 1st offense: 15 Minutes of Detention
2nd offense: 30 Minutes of Detention
3rd offense: 60 Minutes of Detention
4th offense: 1 day of in school suspension

Slapping or Hitting: 1st offense: 60 Minutes of Detention
2nd offense: 1 day of in school suspension
3rd offense: 1 day of out of school suspension (OSS)

Policy – 4.23

Possession or use of Tobacco, E-Cig, Jules, etc.: 1st offense: 3 days ISS
2nd offense: 3 days out of school suspension
3rd offense: 5 days out of school suspension
4th offense: 10 days out of school suspension with
recommendation for expulsion

Policy – 4.24

Possession or use of Drugs: 1st offense: 10 day suspension and recommendation for
expulsion.

Possession or use of Alcohol: 1st offense: 5 day suspension and recommendation for
counseling.

2nd offense: 10 day suspension from school (OSS),
recommended for counseling, and reported to law
enforcement authorities.

3rd offense: 10 day suspension from school (OSS), and
recommended expulsion.

Policy - 4.43 & 4.27

Bullying and/or Sexual Harassment: 1st offense: Reprimand by principal and 60 minutes of
detention

2nd offense: Reprimand by principal and 1-3 days suspension
3rd and subsequent offenses: may result in 5-10 days suspension and/or the student being turned over to juvenile authorities.

** Counseling will be recommended as a follow-up procedure.*

Policy – 4.21, 4.26, & 4.43

Threats of violence:

1st offense: 1-3 days suspension

2nd offense: 5-10 days suspension

3rd offense: 10 days – recommendation for expulsion

**Student also may be turned over to police, juvenile officials, and/or parent*

Policy – 4.18

Truancy:

1st offense: Reprimand by principal and 1 day of suspension (ISS).

2nd offense: Reprimand by principal and 3 days suspension (ISS).

3rd and subsequent offenses: student will be turned over to juvenile authorities.

Policy – 4.18

Destruction of property

Theft of property:

1st offense: (To the extent possible) the students will make restitution for the property and receive a reprimand by the principal.

2nd offense: Restitution and 3 days of suspension.

3rd and subsequent offenses: Restitution, 5-10 day suspension, and/or student will be turned over to juvenile authorities.

Policy - 4.29

Violation of acceptable Computer use policy:

Students in violation of this policy will face disciplinary action(s) ranging from a reprimand to detention, to loss of computer privileges, to suspension and/or expulsion.

**Prohibited dangerous items: see p. 73 district. Consequences may range from verbal warnings to expulsion.*

CONSEQUENCES FOR BREAKING BUS RULES Policy – 4.19

The following procedures will not be altered except with extenuating circumstances as determined by the principal and/or bus driver. It should be regarded as a PRIVILEGE to ride to and from school on a bus.

Any time a child is not to ride his or her regular bus, a note **MUST** be sent from the parent to the teacher and bus driver telling which bus the child is to ride. This is to protect the child. Not more than 2 children can ride the bus home with another student on another bus due to overcrowding of the bus.

Any student who violates one or more of the rules will have a “bus misconduct” report sent to the principal. The principal will use the following procedures in dealing with the situation.

1. First “bus misconduct” report constitutes a verbal reprimand and counsel on proper bus behavior. Parents will be notified.
2. Second “bus misconduct” report will result in suspension for 1 day from riding the bus. Parents will be notified.
3. Third “bus misconduct” report constitutes a 3 day suspension from riding the bus. Parents will be notified.
4. Fourth “bus misconduct” report will receive 5 days suspension from riding the bus. Parents will be notified.
5. Fifth “bus misconduct report will receive a 2 week suspension from riding the bus. Parents will be notified.
6. Sixth “bus misconduct” report will result in expulsion from riding the bus for the rest of the present school year.

IN-SCHOOL SUSPENSION

The Flippin Middle School uses In-School Suspension (ISS) as a part of the middle school disciplinary policy. The primary objective of suspension is to modify student behavior without utilizing more drastic disciplinary measures such as corporal punishment, out of school suspension or expulsion.

In-School Suspension Policies

- A. Assignment to in-school suspension will be made only by the principal. The principal will have the authority to make an assignment to suspension whenever he feels it is warranted. Primary considerations will be the severity of the infraction and the number of times a student has been referred to the office. However, input from teachers may be taken into consideration. Parents will be notified in writing of the reason for the assignment, the number of days of the assignment, and the beginning and ending dates of the assignment.
- B. Parents shall have the option of choosing out of school rather than ISS for assignments up to ten (10) days. To exercise this option, parents will so indicate on the suspension notice before signing and returning it to the principal. Suspension shall be for the same number of days as the ISS. Out of school suspension shall begin on the school day following the day the parent notifies the principal of their choice.
- C. Any student who receives three different assignments to ISS during a nine-week grading period, may be suspended for three (3) days (out of school) if he/she is guilty of a behavior, which would have otherwise resulted in another assignment to ISS.

Rules for In-School Suspension

- A. Students will have necessary material to do academic assignments. Students will be in the Suspension room and seated by 7:50 a.m. Any student not seated by that time will not be allowed to enter and will make up that day and serve an additional day. Students will be released at 3:09 p.m. Students who fail to serve ISS will be suspended (out of school) for 1 day.
- B. Students will report to the supervisor and take assigned seats immediately and begin work as assigned.
- C. Any student not working on assignments will be assigned another day.
- D. Talking or leaving seat will result in another day of ISS being assigned. If a

student has a question concerning an assignment, he/she must raise his/her hand for recognition by the supervisor. The supervisor will go to the student.

- E. Students who miss ISS and are absent from school will make up that day provided the absence from school is excused. If a student misses ISS but is present for school that day or has an unexcused absence from school, the day will be made up and a penalty will be added.
- F. Students in ISS will not be allowed to participate in school activities on the day(s) they are serving ISS. Any student discipline problem in ISS classroom will result in swats or out of school suspension.

SUSPENSION AND EXPULSION

To maximize student attendance, suspension from school will be a last resort, but situations may arise where it becomes necessary to suspend students from school. Consequences may be one to ten days of in-school suspension, out-of-school suspension or possibly expulsion.

- A. Initially a student will be given in-school suspension up to a maximum of five (5) days per year. In-school suspension may include academic and physical education as well as community service activities.
- B. After reaching five days of in-school suspension, the next disciplinary procedure will be out-of-school suspension.
- C. After ten (10) days of suspension per semester, students will be placed in an Alternative Education setting.
- D. **A teacher may temporarily dismiss for disciplinary reasons any student from class.** The teacher shall, when feasible, accompany the student to the office of the principal or designee and shall, as soon as practical, file with the principal a written statement about the student's dismissal from class. The principal or designee shall determine whether to reinstate the student in class, reassign him/her or take other disciplinary action.

**Note: The initial suspension of a student out of school for multiple days can be served as follows: 1st day out of school suspension; the remaining days can be requested in writing by the parents to be served as in-school suspension.*

SUSPENSION PROCEDURES

1. ***Any student suspended (out of school)*** or who has been assigned in-school suspension more than one time in a school year will not be allowed to go on field trips during that school year
2. Assignments will be available, (at parents' request), in the office at 3:05 the day following a suspension of more than one day to aid students in keeping up with classroom requirements. All homework, tests and quizzes will be made up in accordance with the Make-Up Work Policy.

GROUP HEARINGS FOR SUSPENSION OR EXPULSION

When two or more students are charged with violating the same rule and have acted in concert and the facts are basically the same for all such students, a single hearing may be

conducted for them if the president of the board believes the following conditions exist:

1. A group hearing will not likely result in confusion and/or
2. No student will have his/her interest substantially prejudiced by a group hearing. If, during the hearing, the president finds that a student's interest will be substantially prejudiced by the group hearing, a separate hearing may be ordered for that student.

DUE PROCESS

Flippin Middle School will follow due process concerning all disciplinary actions.

ALTERNATIVE DISCIPLINE

If alternative discipline is desired, a parent must request it of the principal and it will be handled on a case-by-case basis.

<h2 style="margin: 0;">ATTENDANCE</h2>
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- A. The following procedures will be initiated as absences accumulate in each semester: Policy 4.7
- a. Upon accumulating 6 days of unexcused absences, a letter, certified letter, or phone call will be made to the parents informing them of the total days absent to date. This letter will request parents to contact the office by phone to address the number of absences.
 - b. When 10 days of unexcused absences have been accumulated, a letter, certified letter, or phone call will be sent out the parents to inform them of the total absences to date. This letter will request parents to contact the office by phone to set up a time to develop a formalized written plan for addressing said absences.
 - c. When 13 days of unexcused absences have been accumulated, a letter, certified letter, and/or a phone call will be sent to the parents notifying them of the total absences. Notification will also be made to the County Juvenile Intake Officer on the 13th day. Notification will include the consequences if the 13th day is missed in the semester.
 - d. Students missing 13 days in one semester will be remanded to the prosecuting attorney for excessive absences as required by law.
 - e. The parent or guardian may petition the administration (in writing), ***prior to missing the 13th day***, for special arrangements to address the student's absences. If these arrangements are granted by the school, these arrangements will be formalized into a written agreement of conditions and consequences for not fulfilling the requirements. The agreement is to be signed by the school administration, parent or guardian, and student.
 - f. Students that miss four or more periods may not participate in any school activity that day or night. If a student misses on Friday, he/she would not be eligible to participate in Saturday activities without administrative approval. Extenuating circumstances may be approved by the principal.

- B. Absences for students enrolled in digital courses shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who failed to be physically present for an assigned period may be disciplined in accordance with the district truancy policy.

ADMITTANCE SLIP

A student must obtain an admittance slip in the office upon arriving late to school. In the case of an absence, students will be required to have a note from their parent/guardian to return to school. The note should explain the reason for the absence and provide a phone number where the parent/guardian may be reached.

Notes for an excused absence must be turned into the office within one school week from the date the student returns to school. The parent/guardian should notify the office during an extended illness period. Students arriving late or leaving school early must check in and out through the middle school office.

Parents, legal guardians, or a verified release from the parents to a responsible adult is required before releasing a child. Any parent, legal guardian or responsible adult must come to the middle school office to check out a student. Students will be notified from the office and sent to the office to check out. A student will not be allowed to leave the campus for any reason without an adult accompanying him/her.

TARDINESS

Students should report immediately to the office, if they are not inside their assigned room when the tardy bell rings, to receive a tardy slip at the beginning of the school day. Failure to go directly to the office and return to the designated class will result in a violation of the school truancy policy. Any tardy incurred the remainder of the school day will be directed by the classroom teacher and count as one of the warnings for that student within that classroom.

MAKE-UP WORK

Each student is responsible for making up all homework and tests after an absence. Requesting make-up work shall be the responsibility of the student. Students will have not less than one day per day of absence to make up homework and tests. During QUIPS/tutoring, students will be expected to make up any missing or incomplete assignments even if the student does not meet with that teacher for class.

School-sponsored activities should not be allowed to interfere with due dates or tests dates when other arrangements are possible, practical, and best for the student. For example, if a student knows he or she will miss class for a school sponsored activity, that student should make arrangements with the teacher for that class before leaving for the school activity. This allows both the teacher and

student to develop a plan for keeping that student on or close to the same pace as his or her peers.

Teachers make assignments because they are essential to learning. Our expectation is that every student will complete work as assigned. Teachers will establish a due date and a plan for completion, which may include, but isn't limited to, the following: parent communication, QUIPS time, periodic checks for completion, after-school intervention, etc... Refusal to complete an assignment may result in a zero and/or disciplinary action. (See Make-Up Work – Policy 4.8)

SERVICES

STUDENT TEXTBOOKS

When textbooks are utilized, they are issued to students at no charge. Each student is expected to take responsibility for proper care of textbooks. As set forth by the State Department of Education, the life expectancy of a textbook is six years. A student, losing a textbook or damaging a book, other than wear through normal use, will be expected to pay for the book. Report cards will be held until book fines are paid.

PARENT CONTACT

The parent/guardian is encouraged to contact the school regularly regarding the student's progress, any problems, or accomplishments. If parent/guardian wishes to do any volunteer work, please contact the Middle School office at **453-6464**.

TELEPHONE USE

Flippin Middle School provides a telephone in the office that may be used for emergencies, academic reasons, and trip schedule changes.

LIBRARY MEDIA CENTER

The library is organized as a resource center of instructional materials for the entire educational program. Following is the list of library expectations:

- A. The library is reserved for students needing to use materials for assignments.
- B. All items taken from the library must be checked out and have the due date stamped on the item.
- C. No writing in books or magazines is permitted.
- D. Students having an "F" on their report card may use the library for research or project work only with written permission of a teacher.
- E. Only librarians on duty are to be in the workroom office area.
- F. Students who are asked to leave the library three (3) times because of disruptions will lose their library privilege for the semester.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT Policy 6.12

Flippin Middle School understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, Flippin Middle School shall strive to develop and maintain the capacity for

meaningful and productive parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the school shall work to:

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

To help promote an understanding of each party's role in improving student learning, Flippin Middle School shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

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

Flippin Middle School shall, at least annually, involve parents, families, and the community in reviewing the school's Title I program and parent, family, and community engagement policy in order to help ensure their continued improvement.

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

Legal References: 20 U.S.C. § 6318; A.C.A. § 6-15-1702; A.C.A. § 6-15-1703; A.C.A. § 6-15-1704; Division of Elementary and Secondary Education Rules Governing Parental Involvement Plans and Family and Community Engagement; Commissioner's Memo COM-20-021

Date Adopted: 7/25/05 Last Revised: 7/27/20; 7/29/21

Family and Community Engagement Plan 2021-2022 Flippin Middle School

The Flippin Middle School Family and Community Engagement (FACE) Plan is developed jointly with members from the Administration, Faculty, Parents and Community. The plan encompasses how we involve parents in the development of the plan as well as reviewing, updating and improving the plan on an annual basis to meet the changing needs of the families and the school. We ensure adequate representation of parents of participating children the above mentioned processes. An annual Title I meeting is held toward the end of the first nine weeks of each school year to keep community members and family members informed of the requirements of Title I. Title I meetings also inform parents' of their rights under Title I. Title I monies go to foster parent engagement. FMS uses the monies for books and family activities that are sent home with the students over the summer. The Reading Initiative fosters parent engagement through reading and teaches parents strategies to help their children reach grade level reading. Other monies donated from the community encourage and foster development and growth. Some businesses donate scholarships so that 8th graders can participate in Project Marine Discovery, while others donate prizes for our PRIDE team monthly awards on character.

The FMS FACE plan also describes how the school will communicate with the community and the parents. The Middle School will utilize the school website, www.flippinschools.com, to communicate events as well as using monthly emails, progress reports, report cards, Home Access Center (electronic grades), signage, notes, brochures, newspaper articles, Facebook, and the alert calling system. News, events, calendars, sports schedules, etc. will be displayed on the Flippin School District app for iPhone and Android smart phones. Standardized test reports and STAR Math and Reading reports will be sent home twice a year in addition to the regular reports. The Middle School FACE Committee members also established a School-Parent compact that is located in the Student Handbook and online. It outlines how parents, the school staff, and the students will share the responsibility for improving student academic achievement. It addresses the importance of regular two-way communication through conferences, reports, volunteerism, observations, and access to staff. We strive to involve parents in a variety of ways. We want to build partnerships with our families and the community.

FMS FACE plan also ensures professional development requirements are met for teachers and administrators. We have also established professional development components that will train teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in regard to parental/family engagement. The PD emphasizes the importance of parents and families taking an active role in the students' education and assisting in the learning process.

FMS FACE plan is developed in a manner that allows for additional activities that the school, in meaningful consultation with its parents and community, chooses to undertake to build capacity of engagement between all stakeholders.

Parent Center

A *Parent Center* allows parents to obtain materials to help students with projects, computers, printers, copier, family resources, etc. Contact your child's counselor for assistance. Parenting pamphlets and other free resources are located in the Middle School office. Student packets/family kits are distributed during the enrollment process. These include a student handbook, a written copy of the discipline policy, school bus rules, free and reduced lunch information, emergency contact forms, and other materials relevant to students and their families.

ACTIVITIES, CLUBS, AND SPORTS

Clubs will be organized as needed and will meet to transact regular business.

NJHS Requirements: A faculty committee must approve a charter and constitution before students can apply for membership. Students have the right to join an existing club and will not be restricted from membership on the basis of race, sex, or national origin. The grade point eligibility requirement is cumulative 3.5. No more than three written misconducts per semester will be allowed.

Student Council Requirements: The council is made up from nominations and elections and has an approved charter and constitution. Members must maintain a 2.0 GPA and model proper attitude and behavior. Members who have more than two after school detentions or more than two total days of school suspension in their year long term can be considered for removal.

SCHOOL DANCES

Students may be permitted to have two (2) dances or a fall and spring festival. Attendance to all dances will be limited to Flippin Middle School students and will be held during the school day.

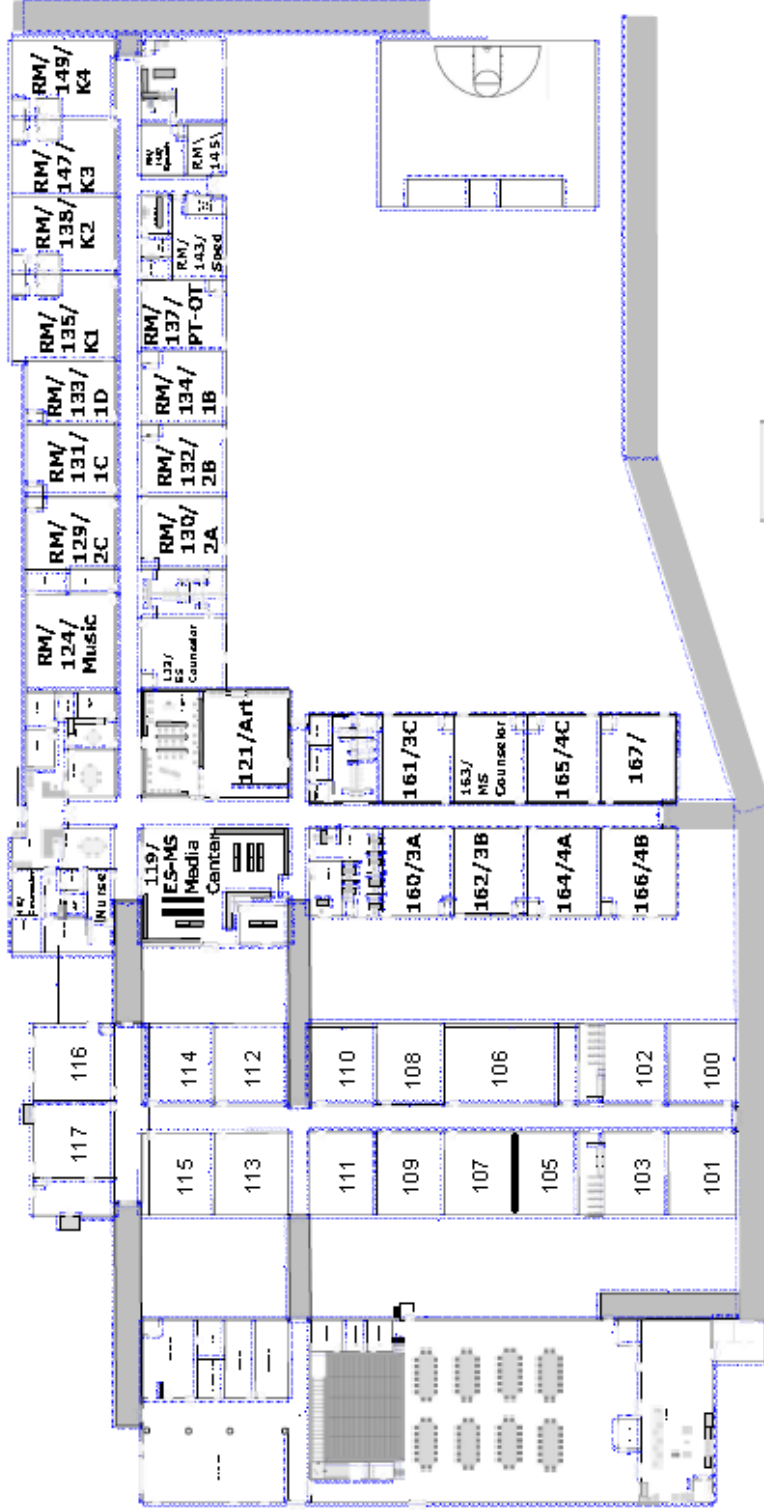
PARTICIPATION IN FUNDRAISING

According to Arkansas Law 6-18-1104 Flippin Middle School will comply with the state regulations regarding fund-raising programs. Students may participate in such events only with parental permission but will not forfeit school privileges for not participating. Students participating in door to door sales must be accompanied by an adult and parents must accept responsibility for adult supervision (6-18-1101.) All fund-raising activities must be approved by the Flippin School Board in advance.

STATE TESTING INCENTIVES

Incentives will be provided for those who have shown growth and or excelled on State exams.

FLIPPIN ELEMENTARY/MIDDLE SCHOOL



Portable 3
Portable 4

20 10

**Flippin Elementary School
144 School Lane Road
Flippin, AR 72634**

**Telephone: (870) 453-8860
Fax: (870) 453-8877**

www.flippinschools.com

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PHILOSOPHY AND OBJECTIVES

SCHOOL MOTTO: What's **BEST** For Kids!

SHARED CORE BELIEFS:

1. Everyone is valued through holistic caring in a safe environment.
2. Student-centered learning which encourages each child's individual growth.
3. Strong, positive, ongoing relationships between the students, parents, teachers, and the community where everyone is a student and a teacher.
4. Learning is focused and has rigor and relevance for real world application.

ELEMENTARY MISSION:

Practice Safety
Accept Responsibility
Work Hard
Show Respect

SCHOOL PHILOSOPHY: The Flippin Public School endeavors to prepare knowledgeable, active citizens to participate in the democratic process. Its graduates should be prepared for a life which is useful, satisfying, and well adjusted. The school strives to give students the tools needed to continue learning throughout their lives, enabling them to adapt and to compete in a changing world.

SCHOOL OBJECTIVES:

1. To exemplify and have high expectations for high standards of academic achievement.
2. To expose students to rich culture, literature, art and music for the purpose of knowledge and appreciation.
3. To develop leadership and logical thinking skills needed for future academic success.
4. To teach the rights and responsibilities of citizenship.
5. To expose the students to and provide opportunity for practice with modern technology.
6. To develop competitive attitudes as well as cooperative initiative.
7. To encourage good health habits for the care and development of a healthy body.
8. To teach and practice high ethical and moral values.
9. To teach respect for people, ideas, authority and property.

DISTRICT MISSION: Flippin School District will create a caring environment built on nurturing relationships in which students are actively engaged in meaningful learning. **#BobcatsCARE**

FACULTY AND STAFF

Below are the names of those in the District and Flippin Elementary School that will be involved in providing various services for your child. These are the valued individuals who will be working in a school effort to provide the best services possible for your child.

Superintendent Principal	Mr. Kelvin Hudson Mrs. Tracie Luttrell
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<u>Kindergarten</u> Jessica Wentworth Mattie Crawford Jennifer Bauss Kiley Wehmeyer	<u>First Grade</u> Jessamyn DePriest Andrea Benedict Paula Edmonson	<u>Second Grade</u> Colette Chandler Rhonda Wagoner Kristie Sumpter
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<u>Third Grade</u> Elise Dooyema Danielle Hudson Amy Lynch Makayla Brannon	<u>Fourth Grade</u> Leah Cagle Julie Beaver Cheyenna Belt
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<u>Special Education</u> Karla Elliott Tracy Longino Christina Meurer	<u>Librarian</u> Suzie Rook	<u>Speech Therapy</u> Susan Leonard
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<u>Art</u> Tracey Moore	<u>Music</u> Austin Bullington	<u>Physical Education</u> Sonya Hall
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<u>Gifted and Talented</u> Lea Hawkins	<u>Counselor</u> Suzanne Paul	<u>Nurse</u> Julie Tate Alexa Steinhaus
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<u>Secretaries</u> Dorene Farris Theresa Meyer	<u>Computer Lab Manager</u> Renee Allen	<u>Alternative Learning</u> Matt Osborne
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<u>Special Ed Aides</u> Rachel Smith Amanda Pence Jessica Crawford Danielle James Amanda Pence	<u>Interventionists</u> Becky Fox Ila Smith Cassee Horn Juanell Potter Russell Stockdale Patricia Morgan
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PARENT, FAMILY, & COMMUNITY ENGAGEMENT (School) – Policy 6.12

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

1. Involve parents and the community in the development and improvement of Title I programs for the school.
2. Have a coordinated engagement program where the engagement activities of the school enhance the involvement strategies of other programs such as HIPPY, ABC Preschool, PAC and Watch Dog Dads.
3. 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, families, and the community can work with the school to improve their child’s academic achievement;
4. Provide parents and families with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community-based organizations to foster parent and family engagement and provide literacy and technology training to parents.
5. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents, families, and community;
6. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand.
7. Find ways to eliminate barriers that work to keep parents and families from being involved in their child’s education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences.
8. Find and modify other successful parent, family, and community engagement programs to suit the needs of our school.
9. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community.

10. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To help promote an understanding of each party's role in improving student learning, the Flippin Elementary School shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building partnerships that will enable students to meet the State's academic standards.

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

Flippin Elementary School shall, at least annually, involve parents in reviewing the school's Title I program and parent, family, and community engagement policy in order to help ensure their continued improvement.

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

Legal References: 20 U.S.C. § 6318; A.C.A. § 6-15-1702; A.C.A. § 6-15-1703; A.C.A. § 6-15-1704; Division of Elementary and Secondary Education Rules Governing Parental Involvement Plans and Family and Community Engagement; Commissioner's Memo COM-20-021

Date Adopted: 7/25/05

Last Revised: 6/24/19, 7/27/20; 7/29/21

Flippin Elementary Family and Community Engagement Plan

- The Family and Community Engagement Plan has been jointly developed by a collaboration of teachers, facilitators, and parents. Representation from the school's Parent and Community (PAC) committee is shown through the involvement of the PAC president within the Parent Involvement Committee. The Parental Involvement Committee meets at least annually to review the Family and Community Engagement Plan.
- The annual Title 1 meeting is conducted to present assessment data, school report card data, as well as a thorough explanation of the Family and Community Engagement Plan. Allotment of Title 1 funds will also be a topic that is discussed. The meeting will be scheduled at a time that is convenient for most parents and community members.
- The Family and Community Engagement Plan will be available for download through the Flippin Public Schools website. Copies will be made available during the Title 1 meeting as well. Also provided on the website will be an informational packet discussing ways parents can be involved in their child's education. Parents are able to fill out a volunteer survey complete with different options for involvement in the school and classroom.
- School staff, parents, and students will collaborate to create a new School-Parent Compact. This compact will outline the responsibilities of each stake holder and ways each can contribute to student success. The School-Parent Compact will highlight the academic goals for each student attending Flippin Elementary. Finally, the compact will list the multiple ways parents, students, and teachers can communicate.

- Flippin Elementary allots Title 1 funding for opportunities to involve parents in the educational experience. One example is the Reading Initiative, in which students are supplied with books and activities to work on with parents during the summer. The goal is to boost reading proficiency and comprehension. In addition to Title 1 monies, Flippin Elementary receives donations from local businesses for scholastic books and Literacy Night expenditures.
- Teachers provide parents with tips to help their children succeed in a variety of ways. At the beginning of the year, teachers host Open House where they explain the grade level content areas goals and expectations. During conferences, teachers show evidence of academic growth and offer suggestions for activities and interventions to complete at home to help. Flippin Elementary also puts on a bi-annual Literacy Night where parents are instructed in best practices when it goes to reading proficiency.
- Flippin Elementary follows the state’s guidelines for Parent Involvement professional development for staff. Teachers are encouraged to value input of parents and communicate with them as equal partners in education. Teachers provide information that is easy to understand and use opportunities like Literacy Night to work on building relationships.

THE SCHOOL DAY

Children are not to arrive on campus before 7:20 a.m. as there will not be a teacher on duty. Please be sure that students do not arrive before staff will be on duty to supervise students. Students will go straight to their classroom when they arrive to school before the tardy bell.

The first bell will ring at 7:45 a.m. with the tardy bell ringing at 7:50 a.m. Students arriving at 7:50 a.m. or later need to go through the office for an admit slip. The school day will begin with taking attendance and lunch count. After attendance is taken, the day will begin with the Pledge of Allegiance and one minute of silence.

Car riders and walkers will be dismissed at 3:00 p.m. Bus riders will be dismissed at 3:05 p.m. Students who are waiting for their rides home after school continue to be on school property and will need to continue to follow the school rules.

Children are not allowed to leave school during school hours unless it is an absolute necessity. In that event, students must check out through the office and must be escorted from the school grounds by the parent or guardian.

Parents are requested to make arrangements for baby-sitting, transportation, appointments, etc. before the children come to school. In the event that plans must be changed, please call the office no later than 2 p.m. so that the student can receive a note from the office in time.

Pre-School Program

The Flippin Pre-School is a program for three to five year old children, located on our campus.

Parents/Guardians will be responsible for getting the child to school and also picking them up from school. Pre-school children are not allowed to ride the school buses due to the “Child Restraint

Law” of children riding in a vehicle without seat belts or car seats. The children will attend from 7:30 am – 3:00 pm.

The main focus of the pre-school program is to provide services to the children in need to better prepare them for the regular kindergarten program without needing special services. With the staff and facilities available, each classroom can manage up to twenty students. The procedure for enrollment is as follows:

- A. Contact the Coordinator or teacher at 870-453-7445.
- B. Complete the enrollment forms and bring the following:
 1. Birth Certificate
 2. Immunization record
 3. Social Security card
 4. Recent physical exam
 5. Medical records pertinent to the developmental delay

Our preschool program also has a room that students can attend with a weekly tuition.

KINDERGARTEN PROGRAM

The objectives of the Flippin Kindergarten Program are to strive to help each child become self-confident in the school situation. We want the child to be positively attracted to school, teachers, friends, experiences, books, and learning.

Guide to Kindergarten Successes

A successful start can give your child the confidence needed to be a motivated, happy, successful student. The first year of school sets the foundation for future accomplishments. Working on readiness skills before and during kindergarten would greatly benefit your child. Early attention to these skills and concepts can help ensure your child’s success in the first year of public school.

SCHOOL DRESS & APPEARANCE

Primarily, the parents are responsible for seeing that their child is prepared properly for school. School dress codes will be enforced. These are some rules which we require of students.

1. Bare backs, bare midriffs, spaghetti straps, or “muscle shirts” are prohibited. Straps should be at least one inch for (K-2nd) and two inches wide (3rd – 4th) to meet requirements.
2. No shoes with cleats, built in rollers, or wheels on shoes.
3. No bare feet.
4. Long dresses and sandals are discouraged as these affect the student’s ability to participate in recess and P.E. activities. Appropriate gym shoes are required to participate in activities on the gym floor.
5. Shorts must be of a reasonable length and fit. This means shorts at least to mid-thigh and not so tight as to be indecent.
6. Students should wear appropriate clothing in respect to changing weather conditions.
7. Headwear, including hats, caps, and bandanas may not be worn in the buildings by either males or females for instructional, equity, and health reasons.

8. Anything advertising any product or activity that is considered damaging to a person's health or morals including things thought to be sexually or racially oriented or that would be considered demeaning to either sex or any race will be prohibited. (Examples: tobacco, alcohol, drugs, profanity, etc.)
9. Gang related paraphernalia or clothing is prohibited. (Examples: hats turned around backward, bandanas, chains).
10. Clothing such as overalls must be properly fastened as designed.
11. Hair paint will be prohibited (except for dress up days; example; spirit week).
12. Body graffiti, such as drawings, tattoos, sticker tattoos, etc. are discouraged and will be addressed as a disciplinary issue due to the distraction it causes in class. Consideration may be given for special occasions such as homecoming, etc.
13. No clothing that exposes underwear, buttocks, or the breast of a female while on the grounds of a public school during the regular school day and at school-sponsored activities and events. (*Legal Reference - Act 835 of 2011*)

SCHOOL VISITORS

Students will not be permitted to bring guests to class. Parents are encouraged and welcome to visit the classes during scheduled parent visitations. Arrangements must be made through the office for any other visits to the classroom. Visitor passes will not be issued to persons for drop-in observations or conferencing without prior arrangements with the teacher and notification by the teacher to the office. Parents bringing forgotten books, projects, lunches, etc. to school for the child should bring these items to the office for distribution to keep interruptions to a minimum.

All parents and visitors visiting the campus must get a VISITOR'S PASS from the office before entering the campus during the regular school day. These passes are only to be used to go to the location designated at the time of issuance. Exceptions may be made on days of special activities but must have office approval.

Parent visits to classrooms are discouraged due to distraction to classroom presentations. Special situations may occur for a parent to sit in the classroom to deter a student's behavior and to give insight to parent of classroom expectations. The principal must make the appropriate arrangements for the special visitations. Parents are encouraged to attend orientations at the beginning of school, scheduled parent/teacher conferences, and to respond to teacher correspondence or request for conferences by any support staff involved in the education process of their child.

All parents are afforded the same opportunities to visit their children during the school day. This includes, but is not limited to; attending special programs, parent-teacher conferences and leaving items for your child in the office. If one exists, a restraining order must be on file in the office and will be the only thing that will keep a parent from being afforded the same opportunities as the other parent.

DISMISSAL OF STUDENTS

Parents must sign students out in the office anytime they leave school before regular dismissal. Students will only be allowed to leave school with **written parent permission** to the classroom teacher stating reason, time and with whom the child is to leave. Parents **must send a note to the teacher if the student is to go home in some way other than the normal method.**

Unless a court has indicated otherwise by custody papers, we will release a student only to the parent(s) indicated on the enrollment form.

THINGS TO LEAVE AT HOME

- Cell phones. Students will not be allowed to have cell phones while at school or on the bus. If they have the cell phone out, it will be taken and a parent will need to come pick it up.
- Toys (of any kind) should NOT be brought to school. Playing cards, toys, hardballs, firearm shells, toy guns, roller skates, roller blades, skateboards, game cards, etc. shall not be brought to school.
- Radios, cassette players, tape players, CD players, cell phones, video games, IPOD, MP3 Players, will not be permitted at school during the school day unless permission has been given by the teacher for field trips or class activities.
- * A student shall not possess, handle, or transmit a knife, razor, ice pick, explosive, pistol, rifle, shotgun, pellet gun or any other object that can be considered a weapon or dangerous instrument.
- * It is requested that only money not be brought to school unless it is needed for a field trip, school shirt, etc.
- * Chewing gum will not be permitted on campus during regular school hours without teacher permission.
- * Pets are not allowed in the school area. Please try to keep pets from following the student to school.

Any item brought to school that is not appropriate or disrupts class will be confiscated and will be returned to the student the FIRST time and ONLY to a parent or guardian in person every time after that. Any item that is considered dangerous will not be returned to the student.

CARE OF THE SCHOOL GROUNDS

Part of **PAWS** is **Accept Responsibility**. Everyone on campus should accept responsibility for the appearance of our campus. Attractive school grounds make a good first impression. Littering (candy wrappers, drinking cups, paper, etc.) cannot be permitted if we strive to maintain an attractive area on our campus.

The school property is provided for the use of the pupils enrolled in this school. The school will call upon any pupil to replace or pay for any damage or defacement of this property.

CARE OF TEXTBOOKS & LIBRARY BOOKS

All textbooks are issued to students at no charge. Each student is expected to take responsibility for proper care of textbooks. As set forth by the State Department of Education, the life expectancy of a textbook is five years. A student losing or damaging a textbook or library book, other than wear through normal use, will be expected to pay for the book. Report cards will be held until book fines **are paid**.

PHYSICAL WELLNESS AND NUTRITION

Act 1220 of 2003 requires every school district to help raise awareness of the importance of nutrition and physical activity. This will be done by enforcing nutrition and physical activity standards for all students in Flippin Elementary School. No vending machines will be available to elementary students during the school day. Nutritious meals will be served on a daily basis according to State guidelines at breakfast and lunch. There will only be nine times during the school year to serve refreshments or items of less nutritional value. **No snacks or treats will be allowed to be brought to school for a class of a child with a birthday.** Snacks cannot be given to a whole class except for class parties. Parents may send a snack with their own child but nothing to share with others. If a child brings his own lunch, parents are encouraged to make the lunch of nutritious content to the best of the ability. Soft drinks are discouraged from being sent with school meals. Energy drinks are not to be brought to school.

Physical activity is encouraged. Thirty minutes of physical activity has been scheduled for all students during the school day during recess breaks. Students are encouraged to get actively involved in the planned physical activities. Physical education is required for all students. The focus is to promote healthy eating habits and to engage in healthful physical activity.

SCHOOL LUNCHES AND BREAKFAST PROGRAM

The cafeteria is operated on a non-profit basis and meals are planned for their nutritional value. All meals are served with 4 oz. of milk. Students may bring their lunch from home and purchase milk for 35 cents. Students will be given approximately 20 minutes to eat their lunch. Although lunch time is rather social, students should not waste their time visiting when they should be eating. Students will be encouraged to drink their milk and eat their meal. If a student has an allergy to milk or certain foods, a physician verification statement is necessary to keep on file for the Arkansas State Health Department.

The lunch schedule will be as follows:

11:00 a.m. – Kindergarten, 1st & 2nd Grade

11:15 a.m. – 3rd & 4th Grade

Breakfast is served in the classroom from 7:20 – 7:50 a.m. for K-2nd and 7:45 a.m. in the cafeteria for 3rd & 4th grade.



ELEMENTARY MEAL PRICES:

Flippin School District participates in the Community Eligible Provision (CEP) program. Through this program, every child's breakfast and lunch is provided to the child at no cost. All students will go to "breakfast after the bell". They are not required to get a tray but may do so if they are hungry. Students are not allowed to purchase ala carte items. While no money is required for a reimbursable meal, money can be placed on account for additional milk or meals by submitting cash or check payment to the school's office, district office, or the child nutrition office.

LUNCHROOM BEHAVIOR

Part of **PAWS** is **Working Hard**. In the cafeteria, this means working hard to finish your meal in the time that you are given. Another part of **PAWS** is **Practice Safety**. In the cafeteria, this means walking, keeping your hands, feet and objects to yourself and keeping your voice at a level 2 or below. Students will arrive at the cafeteria by class and will be dismissed by class.

POSITIVE REWARDS:

Classes can be given a shout out for exceptional display of **PAWS** in the cafeteria. Individuals and classes can be given positive points as well within our PBIS system of rewards.

CONSEQUENCES:

1. Verbal warning
2. Removal from group to sit alone
3. Severe—send to principal

**FLIPPIN ELEMENTARY SCHOOL
2024-2025 SUPPLIES AND MATERIALS**

All needed supplies will be purchased by the school district this year. Students will only need to bring a **BACKPACK!!!!**

The following items are not required but are on every teacher's wish list. If you would like to purchase any of these items, you can deliver them to your child's teacher or the office throughout the year:

Ziplock bags (all sizes)

Clorox wipes

Baby wipes

Kleenex

Healthy snacks that have a long shelf-life (granola bars, crackers, Goldfish crackers, etc.)

Expo dry erase markers



Bus Rules and Regulations

Any student who violates one or more of the rules will have a “bus misconduct” report sent to the principal. The principal will use the following procedures in dealing with the situation.

1. First “bus misconduct” report constitutes a verbal reprimand and counsel on proper bus behavior. Parents will be notified.
2. Second “bus misconduct” report will result in suspension for 1 day from riding the bus. Parents will be notified.
3. Third “bus misconduct” report constitutes a 3 day suspension from riding the bus. Parents will be notified.
4. Fourth “bus misconduct” report will receive 5 days suspension from riding the bus. Parents will be notified.
5. Fifth “bus misconduct report will receive a 2 week suspension from riding the bus. Parents will be notified.
6. Sixth “bus misconduct” report will result in expulsion from riding the bus for the rest of the present school year.



The above procedures will not be altered except with extenuating circumstances as determined by the principal and/or bus driver. It should be regarded as a PRIVILEGE to ride to and from school on a bus!

Any time a child is not to ride his or her regular bus, a note **MUST** be sent from the parent to the teacher and bus driver telling which bus the child is to ride. This is to protect the child. Not more than 2 children can ride the bus home with another student on another bus due to overcrowding of the bus.

PARENT PARKING, DROP-OFF, AND PICK-UP

In order to alleviate congestion in the drop off and pickup line, students should be ready to exit the vehicle when they pull into the drop off area. Please make sure that students have all of their belongings and “goodbye hugs” before leaving the house in the morning to speed up the process of drop off. There will be a duty teacher stopping traffic at the front and back of the pickup and drop off area at the east side of the elementary. All students should be dropped off in this protected location to best protect our students.

Parents are encouraged to drop students off in the car line and allow the student to walk to class on their own. Supervisors will be on duty to assure safety and punctuality. Also for the safety of all students, only school personnel and registered visitors should be on campus. Bring students that are reluctant to go to class to the office for assistance.

When picking students up after school, parents should wait at the end of the school building for their student to walk out. Car riders will be dismissed at 3:00 p.m. to allow cars to be gone before buses begin to leave the campus. Bus riders will be dismissed to board buses at 3:05 p.m.

ATTENDANCE

The following procedures will be initiated as absences accumulate in each semester in accordance with Act 1223 which modifies Act 473 of 1989.

1. Upon accumulating 6 days of absences, a letter, certified letter, or phone call will be made to the parents informing them of the total days absent to date. Parents will be requested to contact the office to address the number of absences.
2. When 10 days of absences have been accumulated, a letter, certified letter, or phone call will be made to the parents informing them of the total days absent to date. Parents will be requested to set up a time to develop a formalized written plan for addressing said absences.
3. When 13 days of absences have been accumulated, a letter, certified letter, or phone call will be made to the parents informing them of the total days absent to date. On the 13th day of absence, a letter will be sent to Juvenile Services for excessive absences as required by law.
4. The parent or guardian may petition the administration (in writing), prior to missing the 14th day for special arrangements to address the student's absences. If these arrangements are granted by the school, these arrangements will be formalized into a written agreement of conditions and consequences for not fulfilling the requirements. The agreement is to be signed by the school administration, parent/guardian, and student.
5. Students who miss ½ of a school day may not participate in any school activity that day or night. Extenuating circumstances may be approved by the principal.
Students will be allowed to make up any work from any absences as long as it falls in the homework make-up timeline as described under "Make-up Work after Absence".

Students arriving late to school must get a "blue slip" from the office before going to class. Students leaving school early must check out through the office and will only be released to the custody of the parent, guardian, or authorized person. Parents must come to the elementary office to pick up and sign the student out.

Absences for students enrolled in digital courses shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who failed to be physically present for an assigned period may be disciplined in accordance with the district truancy policy.

TARDINESS

Students that check out before 1:00 p.m. will be counted absent for half a day. An afternoon tardy will be counted for checking out after 1:00 p.m. The student is considered tardy and is marked as such in the attendance records. Students who are tardy from recess will be handled as classroom discipline by individual teachers.

GRADING SYSTEM

Flippin Elementary School report cards will be distributed at the end of each quarter (9 weeks) of school. The evaluation of each student's performance on a regular basis serves to give the parent/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the express educational objectives of the course.

The Kindergarten Progress Report is a report of skill achievements. First through fourth grades will receive standards-based report cards indicating which standards students have mastered at each quarter.

NOTIFICATION OF STUDENT PROGRESS

The nine weeks report is the student's official notification of grades. A parent may receive a conference with a teacher by calling and securing an appointment. It is not the teacher's responsibility to remain after school to discuss your child without prior arrangements. Scheduled Parent-Teacher Conferences will be held during the 1st and 3rd grading periods. These conferences are held to give the parent and teacher the opportunity to discuss the child's progress. Parents are encouraged to make appointments for the scheduled conferences. If a parent/guardian cannot meet during regularly scheduled conferences, the teacher will make every effort to make contact through telephone conferences and/or home visits.

RETENTION PROCESS

Retention is a last resort at Flippin Elementary. The need for retention will be determined on a case-by-case basis.

HOMEWORK POLICY

It shall be the policy of the Board of Education to delegate the responsibility of assigning homework for students to professional staff.

Grades K-1

Frequency of assignments...2-3 days per week

Time required to complete daily assignments: 15-30 minutes

Grades 2-3

Frequency of assignments...3-4 days per week

Time required to complete daily assignments: 30-45 minutes

Grade 4

Frequency of assignments...3-5 days per week

Time required to complete daily assignments: 30-60 minutes

SCHOOL SPONSORED TRIPS

A teacher will be in charge of all students that participate in a school activity away from school. Elementary students participating in field trips or after-school activities must have written permission from their parents. Permission for all school trips will be covered by a blanket field trip form which will be issued to all students at the beginning of the school year. Parents will be notified of specific details prior to each trip. No child will be dismissed from the teacher's supervision until returned to their destination that was agreed upon in advance by proper school authorities; or if a parent should call for the child in person, the child can be excused to accompany the parent.

Field trips are usually a fun, educational experience. Since the students will be representing Flippin Elementary School, teachers reserve the right to formulate certain criteria with administrative approval to hold students accountable for behavior and performance in order to be permitted to attend said field trip. Parents and students will be issued written criteria with specific details of expectations and consequences if not fulfilled.

For insurance purposes, parents, unless employed by the school, cannot ride the bus.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities available for elementary students in K-4 are the summer baseball and softball programs, which are managed by the City of Flippin. Sign-up for those summer programs are done through the school in the spring of the year.

The 2nd through 4th grades will have fundamental basketball skills camps, and intramurals are scheduled in the spring of the year. 3rd and 4th grade students can join Little Dribblers in the fall. The 4th grade students are eligible for the Elementary Quiz Bowl competition, Chess Club, Math Carnival and Book Clubs.

Pee Wee Basketball is available for 5th and 6th grade middle school students who will compete in a conference schedule during the spring.

Students must maintain a 2.0 grade point average (C average) on a 4 point scale to participate in all extracurricular activities.

Cub Scout and Girl Scout opportunities are available to students but are not school sponsored.

LOST AND FOUND

Coats, caps, purses, etc. should be labeled with child's name with a permanent marker. Due to the extreme accumulation of items acquired in the lost and found, articles not labeled will periodically be displayed for claiming and if not claimed, donated to the Salvation Army.

PLAYGROUND RULES FOR KINDERGARTEN THRU 4TH GRADE USE ALL PLAYGROUND EQUIPMENT APPROPRIATELY

SWINGS

Swing straight and not too high. Do not stand in swings.

One person in each swing, no swinging double.

No pushing swings by others.

Don't jump out of swing while swinging.

REMEMBER, other children enjoy swinging, share them.

SLIDE

Walk up steps; always slide sitting.

ALWAYS go up the steps of the slide.

FIRE STATION CLIMBER

Always go in the same direction to avoid collisions

When you get to the end, go around and get back into line

SPEEDY SPINNER

Take turns riding and spinning

STOP and allow students to get on and off of the spinner

FOOTBALL

Tackle football will not be permitted.

HALF-DOME CLIMBER

- Keep moving and climbing so that others can enjoy the equipment
- Don't sit on the equipment (use the benches for resting)
- No penny drops!

PLAYGROUND CONDUCT

Part of **PAWS** is **Practicing Safety**. On the playground, practicing safety looks like following the playground rules, listening for the whistle, lining up quickly and quietly, keep hands and feet to yourself and report any incidents immediately.

- We will only show appropriate, non-aggressive behavior toward others.
- We will only throw balls (no other objects) and only in designated areas (open field or away from the buildings and playground equipment).
- We will only play chase in areas away from the playground equipment.
- We will only climb ladders; not trees, fences, or fence posts.
- We will take turns on the equipment.

Occasionally, the playground area is too muddy for safe playing. When it is necessary, the supervising teachers or the principal will announce that play will be restricted to the blacktop area. When this occurs, students are to remain on the blacktop surface, refrain from running, and leave regular playground balls in the classroom. Soft, nerf-type balls will be provided for recreation as well as teacher-lead activities such as organized relay races in a designated area or jump rope activities.

PLAYGROUND BOUNDARIES

The playground is behind the elementary building.

OFF-LIMITS DURING RECESS

- All buildings except for use of restrooms and water fountains. (With the exception of students who are required to stay in for medical or discipline reasons.)
- Parking lots.
- Playing near buildings having classes in session.
- In front of elementary office.

REMEMBER the playground equipment is for the recreation of everyone, so please take care of it.

MANNERS

Part of **PAWS** is **Show Respect**. It is expected that students will show teachers and other adults the courtesy of addressing them as Mr., Mrs., Sir, Ma'am, or Coach. Insubordination and disrespect will not be tolerated at school. Courtesy should also be displayed at all school activities, in the classroom, and on campus.

CHARACTER EDUCATION

The staff at Flippin Elementary believes that success is a legacy of good character and academic achievement. In order to encourage students to develop good character traits, we have adopted the Word of the Month Character Program in our curriculum. The purpose is to encourage students to reflect on the meaning of civic and personal values and the application of those values in their daily lives.

Our goal is to develop integrity in all students by daily practice and creating a caring school environment. It is our hope that the students and staff will carry these values into our communities and into the homes. It is hopeful that parents will also become involved in the character building of their child by inquiring of the character word of the month.

PBIS

This plan applies to potential situations that occur at school events off, or on school property (including buses), before, during, or after school hours.

The Flippin School District believes in providing "Discipline with Dignity" and supports positive consequences that encourage improved behavior. Flippin Elementary addresses behavior with a program called PBIS. School-wide positive behavior intervention and supports (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions. There are four main elements in SW-PBIS: 1. Customized practices to support student behavior, such as defining and teaching appropriate behavior 2. Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching 3. Data-based decision making, which is the corner stone of the behavior problem-solving process 4. And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success.

School-wide means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.



An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life.

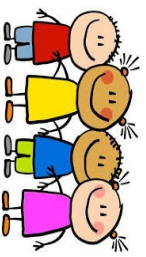
Each teacher will prepare a minimal number of general rules for the classroom and prescribe consequences for any violation. Individual discipline plans may become necessary for those students that habitually violate the rules.

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

- At any time on the school grounds;

- Off school grounds at a school-sponsored function, activity, or event; and
- Going to and from school or a school activity. All students learning virtually are considered to be on school grounds when participating in the virtual classroom synchronously or asynchronously and shall be held accountable for respecting and obeying all school policies as outlined in the Flippin School District student handbook while participating in online learning and when reporting to campus for scheduled meetings and events. Students will be expected to display appropriate behavior during virtual online sessions and when participating in online discussions.

	 Classroom	 Cafeteria	 Restrooms	 Hallways	 Recess	 Buses	 Car Loading
Practice Safety	<ul style="list-style-type: none"> • Keep your hands & feet to yourself • Remain in assigned location 	<ul style="list-style-type: none"> • Wait in line for your turn • Walk while picking up and returning your tray 	<ul style="list-style-type: none"> • Report problems, vandalism, etc. • Wash hands • “Walking” feet • Keep your hands & feet to yourself 	<ul style="list-style-type: none"> • Walk on the right • “Walking” feet 	<ul style="list-style-type: none"> • Line up quickly & quietly • Keep your hands & feet to yourself • Report any incidents 	<ul style="list-style-type: none"> • Enter and exit in an orderly fashion • Stay in your seat • Report all incidents 	<ul style="list-style-type: none"> • Sit quietly and listen for your name • “Walking” feet at all times • Keep hands & feet to yourself
Accept Responsibility	<ul style="list-style-type: none"> • Be an active listener • Participate actively 	<ul style="list-style-type: none"> • Stay in designated area • Clean up your eating area • Keep food in the cafeteria 	<ul style="list-style-type: none"> • Do your business & leave • Flush the toilet • Clean up after yourself • Throw your trash away 	<ul style="list-style-type: none"> • Go straight to your destination • Only get in your own cubby • Pick up litter 	<ul style="list-style-type: none"> • Remain in assigned location • Use equipment correctly • Pick up all trash 	<ul style="list-style-type: none"> • Stay seated at all times • Keep your body and belongings inside the bus 	<ul style="list-style-type: none"> • Wait patiently • Keep all items in backpack
Work Hard	<ul style="list-style-type: none"> • Show your best effort • Finish classwork • Voice levels 0, 1 or 2 	<ul style="list-style-type: none"> • Enter and exit quietly • Get what you need while in line • Voice levels 0, 1 and 2 	<ul style="list-style-type: none"> • Keep restroom clean • Voice levels 0, 1 or 2 	<ul style="list-style-type: none"> • “Quiet” feet • Follow directions given by adults • Voice levels 0 or 1 	<ul style="list-style-type: none"> • Play hard • Take turns • Share the equipment • Have FUN! 	<ul style="list-style-type: none"> • Be on time to the bus • Voice levels 0, 1 or 2 	<ul style="list-style-type: none"> • Watch for your grown-up’s car • Listen for your name • Stay in your grade level’s section
Show Respect	<ul style="list-style-type: none"> • Follow directions • Raise your hand • Use appropriate language • Use an appropriate tone 	<ul style="list-style-type: none"> • Follow directions • Listen to adults • Practice good table manners • Keep food on your plate or in your mouth 	<ul style="list-style-type: none"> • Respect the privacy of others • Keep our facilities clean • Wait patiently 	<ul style="list-style-type: none"> • Keep hands & feet to yourself • Observe personal space • Listen to adults 	<ul style="list-style-type: none"> • Follow directions • Listen for the whistle • Keep our campus clean 	<ul style="list-style-type: none"> • Follow directions • Wait in line • Listen to the bus driver • Share your seat • Use appropriate language 	<ul style="list-style-type: none"> • Listen to adults • Wait patiently • Keep area clean



Flippin Elementary School PBIS Matrix - PAWS



K-4 Discipline Plan

Bullying/ Harassment	MINOR	Always a MAJOR offense.
	MAJOR	Student delivers disrespectful messages to another person that includes threats of intimidation, obscene gestures, pictures or written notes. Bullying must include ALL THREE items. 1. Aggression 2. Dominance 3. Persistence.
Lying/ Cheating	MINOR	Student delivers message that is untrue.
	MAJOR	Student delivers message that is untrue and deliberately violates rules.
Defiance/ Disrespect/ Non-Compliance	MINOR	Student engages in brief or low-intensity failure to respond to adult requests.
	MAJOR	Student engages in sustained (or high-intensity) failure to respond to adult requests.
Disruption	MINOR	Student engages in low-intensity, but inappropriate, disruption.
	MAJOR	Student engages in sustained or high-intensity disruption. Behavior causing an interruption in a class activity. Disruption includes sustained loud talk, yelling or screaming, noise with materials, horseplay or roughhousing, and/or sustained out-of-seat behavior.
Inappropriate Language	MINOR	Student delivers low-intensity verbal messages/gestures that include swearing, name calling or use of words in an inappropriate way.
	MAJOR	Student delivers abusive, profane verbal messages/gestures that include swearing, name calling, or use of words in an inappropriate way and directed at others.
Out-of-Bounds	MINOR	Always a MAJOR offense.
	MAJOR	Student is in an area that is outside of school boundaries (as defined by the school)
Physical Contact	MINOR	Student engages in non-serious, but inappropriate physical contact. Student touches another student or gets in another student's space without permission and in such a manner that makes the other student uncomfortable.
	MAJOR	Student engages in actions involving serious physical contact where injury may occur, such as hitting, punching, hitting with an object, kicking, and hair pulling. Student touches another person's private areas or displays own private areas.
Property Misuse	MINOR	Student engages in low-intensity misuse of property.
	MAJOR	Student engages in an activity that results in damage, disfigurement, or destruction of property.
Technology Violation	MINOR	Student engages in non-serious, but inappropriate use of cell phone, computer, camera or other technology device.
	MAJOR	Student engages in serious and inappropriate use of cell phone, computer, camera or other technology device.
Theft	MINOR	Always a MAJOR offense.
	MAJOR	Student is in possession of, having passed on, or being responsible for removing someone else's property.

Offenses listed in this section allow the administrator's discretionary use of a full range of disciplinary consequences from a **WARNING** to **EXPULSION**. Each disciplinary case is handled on an individual basis with consideration for the offense, the severity of the misbehavior, the age of the student, and the number of times the student has been in trouble for the offense. The listed consequences are only a guide used by the administration with discretion to modify as needed. The possible offenses and consequences are listed on the following two pages.

K-4 Discipline Plan

Offense	Possible Consequence
<ul style="list-style-type: none"> • Inappropriate Clothing • Distractive hairstyle, and or Accessories 	<ul style="list-style-type: none"> • Turn clothing inside out (MINOR) • Confiscation of Accessories(MINOR) • Student sent home to correct (MAJOR) • Parent called for replacement clothing (MAJOR)
<ul style="list-style-type: none"> • Tardiness 	<ul style="list-style-type: none"> • Consequences noted in the handbook under the heading TARDINESS
<ul style="list-style-type: none"> • Skipping Class (Absent on Campus) 	<ul style="list-style-type: none"> • Warning (MINOR) • Loss of privileges (MAJOR) • Make up time during student free time (MAJOR) • Parent Contact
<ul style="list-style-type: none"> • Leave Campus/Truancy • “Out of Bounds” 	<ul style="list-style-type: none"> • Warning (MINOR) • Parent Contact • Juvenile Office contact (MAJOR) • Corporal Punishment (MAJOR)
<ul style="list-style-type: none"> • Dishonesty (Forgery, Cheating, Lying) 	<ul style="list-style-type: none"> • Warning (MINOR) • Loss of Privileges (MINOR) • Loss of assignment grade (MAJOR) • Parent Contact
<ul style="list-style-type: none"> • Vulgar, Obscene, Abusive, or Threatening language or Gestures 	<ul style="list-style-type: none"> • Warning (MINOR) • Loss of Privileges (MINOR) • Student referred to Counselor (MAJOR) • Corporal Punishment (MAJOR) • Parent Contact
<ul style="list-style-type: none"> • Disrespectful/Disruptive behavior, Failure to Comply/Rough play 	<ul style="list-style-type: none"> • Warning (MINOR) • Loss of Privileges (MINOR) • Parent Contact • In-School Suspension – ISS (MAJOR) • Corporal Punishment (MAJOR) • Out of School Suspension – OSS (MAJOR)
<ul style="list-style-type: none"> • Habitual failure to complete work 	<ul style="list-style-type: none"> • Warning (MINOR) • Loss of Privileges (MINOR) • Student referred to the Counselor (MAJOR) • Parent Contact
<ul style="list-style-type: none"> • Physical Contact/Participation in Fighting 	<ul style="list-style-type: none"> • Warning (MINOR) • Loss of Privileges (MINOR) • Parent Contact • In-School Suspension – ISS (MAJOR) • Corporal Punishment (MAJOR) • Out of School Suspension- OSS (MAJOR)
<ul style="list-style-type: none"> • Possession or Theft of School or Personal Property 	<ul style="list-style-type: none"> • Monetary Restitution(MAJOR) • Confiscation (MAJOR)

<ul style="list-style-type: none"> Deface, Destruction of School or Personal Property 	<ul style="list-style-type: none"> Loss of Privileges (MAJOR) Parent Contact In-School Suspension – ISS (MAJOR) Corporal Punishment (MAJOR) Out of School Suspension – OSS (MAJOR) Contact Police for Counseling (MAJOR)
<ul style="list-style-type: none"> Tobacco/Alcohol (Possession and/or Usage) 	<ul style="list-style-type: none"> Confiscation (MAJOR) Parent Contact In-School Suspension – ISS (MAJOR) Corporal Punishment (MAJOR) Out of School Suspension – OSS (MAJOR) Contact Police, if merited (MAJOR)
<ul style="list-style-type: none"> Verbal Abuse Directed at School Personnel 	<ul style="list-style-type: none"> Parent Contact **The law state: Any person who shall abuse or insult a public school teacher while the teacher is performing normal and regular or assigned school responsibilities shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than \$100 nor more than \$1,500. (Complies with Act 888 of 1995)
<ul style="list-style-type: none"> Technology Violation 	<ul style="list-style-type: none"> Warning (MINOR) Parent Contact Loss of Privileges (MINOR) In-School Suspension – ISS (MAJOR) Corporal Punishment (MAJOR) Out of School Suspension - OSS (MAJOR)
<ul style="list-style-type: none"> Possession of Weapon, Knife, Laser Pointer, or other dangerous object 	<ul style="list-style-type: none"> Warning (MINOR) Confiscation (MINOR/MAJOR) Loss of Privileges (MAJOR) Parent Contact In-School Suspension – ISS (MAJOR) Corporal Punishment (MAJOR) Out of School Suspension – OSS (MAJOR) Contact Police, if merited (MAJOR)
<ul style="list-style-type: none"> Throwing Objects 	<ul style="list-style-type: none"> Warning (MINOR) Loss of Privileges (MINOR) Parent Contact In-School Suspension – ISS (MAJOR) Corporal Punishment (MAJOR)
<ul style="list-style-type: none"> Bullying 	<ul style="list-style-type: none"> Warning (MAJOR) Loss of Privileges (MAJOR) Parent Contact In-School Suspension - ISS (MAJOR) Corporal Punishment (MAJOR) Out of School Suspension – OSS (MAJOR)

<ul style="list-style-type: none"> • Possession of personal entertainment hand held electronic devices. (Cell Phone, IPOD, MP-3, Nintendo DS, etc.) 	<ul style="list-style-type: none"> • Warning (MINOR) • Confiscation (MINOR/MAJOR) • Parent Pickup Device (MAJOR) • Parent Contact
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PARENT ACTION COUNCIL (P.A.C.)

The Parent Action Council is a vital source of support for our school. PAC is a great opportunity for parents to become involved in the implementation of the programs and activities the students receive at our school. Parents can become actively involved in the operation of the school by becoming a member of PAC, attending the meetings, and giving your input into ways to improve the school. Our parents are the key to the overall success of our school and your involvement is critical. PAC provides our school with many of the extras which couldn't be provided without the outside help. They supply such things as supplementary support for programs to be presented to our school including programs from the Arkansas Arts Council, Natural History Educational Co., the Little Rock Zoo, Arkansas Game and Fish, North Arkansas Drug Awareness and Prevention and various speakers which might be needed for special situations with students. PAC has a number of fund raisers throughout the year to provide the monies to offer the above services. You will be notified of the particulars in each fundraiser. Parents will also be notified of meetings of the PAC through notes home with the students. Become active in your child's school by becoming an active member in the Parent Action Council.

FLIPPIN ELEMENTARY SCHOOL

THE JOURNEY BEGINS.....



FAMILY KIT

PARENT INVOLVEMENT

Flippin Elementary School recognizes the importance of parents being involved in the everyday routine of education with their child/children. At Flippin Elementary School, parents have the opportunity to begin the year with their child by attending the annual orientation meetings of each grade level. These meetings basically give the parents and students opportunity to see the facilities, meet the teachers, and get an overview of the expectations of the child and parent for support. The Orientation meetings are scheduled the week before school starts. Parents are notified by letter of the time and date of the orientation.

Throughout the school year there will be various opportunities for parent interaction, participation, and information to enhance the support of the children. Parent/teacher conferences can be scheduled as needed by simply calling the elementary office for an appointment to meet with the teacher. There are formal parent/teacher conferences scheduled during the months of September and February.

A Parent Center is located in the Flippin Elementary School where parents can check out academic materials to enhance or provide practice for students that may be struggling in math, reading, language arts, vocabulary, science, and social studies. We have materials just for parents to assist in some parenting skills, practice at home to enhance learning, cooperation, and basic appropriate behavior. The only requirements are the materials must be checked out to the parent and returned in a timely manner so others have the opportunity to use them. Any item not returned will result in replacement by the last person that checked the item out.

Parents have other opportunities to participate in various programs that involve their children. Each grade level performs in one or more programs throughout the year in either music, physical education, or a classroom production. Parents are welcomed and encouraged to attend Field Day at the end of the school year and other educational field trips as long as space requires.

A volunteer database will be maintained to enable teachers to draw from human resources out of the boundary of the classroom. Volunteer applications will be made available to the public to maintain and update the database.

Parental support and involvement will be encouraged to provide the best educational experience for the children.

Message Broadcasting System will be used periodically to inform the community of upcoming events and special situations.

STUDENTS

- Meet all challenges with confidence and determination
- Do your best by coming to school every day
- Work to make the best grades
- Be a good citizen, evaluate situations carefully, and do the right thing.

Family Kit Introduction

This kit is distributed through Flippin Elementary School to allow each family of the District to become an active part of educating our students. Parents and family members are encouraged and

welcome to visit our campus. For more information on becoming more involved in your child's education, to schedule a conference, or to become a volunteer, call the office at 453-8860.

Positive tips on parenting and parent/school involvement can be found at:

<http://www.familylit.com>

<http://www.arkansaspta.org>

<http://www.parentsplace.com>

<http://www.parentsoup.com>

<http://www.parenthoodweb.com>

<http://www.parenting-ed.org>

<http://www.just4kids.org>

VISIT OUR WEBSITE AT

www.flippinschools.net

Family Nights/Events

August – Orientation by Grade Level

September – Parent/Teacher Conferences; Boy Scout Recruitment

October – Girl Scout Recruitment Night; Family Reading Night

October/November – Homecoming Parade and Activities

December – Holiday Parties; Kindergarten Stone Soup

January –

February – Family Reading Night; Parent/Teacher Conferences

March –

April – FINS Fishing Derby (Fishing in the Natural State – 3rd & 4th grades)

May – Field Day; Testing Carnival

(This list is not intended to be all-inclusive. There are many more opportunities for family events throughout the year and we often adjust these to fit the school schedule. These events will be posted on social media and our monthly calendar.)