

# 2011-12 Parent Information Handbook

FOR ALL FAYETTEVILLE SECONDARY SCHOOLS



Approved by the Fayetteville Board of Education on June 23, 2011

## **2011-12 Secondary School Calendar**

August 15, 2011	First regular day of school for all students, Grades K-12
September 5, 2011	Labor Day Holiday, No classes
September 6, 2011	All classes resume—full day.
October 7, 2011	Teacher Inservice, No classes
November 21-25, 2011	Thanksgiving Holidays, No classes
November 28, 2011	All classes resume—full day
December 21, 2011	Last day of classes -Winter Holidays: December 22, 2011 - January 4, 2012
January 5, 2012	All classes resume—full day.
January 16, 2012	Martin Luther King Jr. Holiday: No classes.
March 19-23, 2012	Spring Break. No classes
March 26, 2012	All classes resume—full day.
May 24, 2012	Last day of School for students (if all snow days are used)

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July 6, 2011

Dear Parents,

It is with great pride and excitement that I welcome you to the 2011-12 school year. The Fayetteville School District has a rich tradition of academic and extracurricular excellence. We are proud of our teachers, administrators, support staff and, most importantly, our students.

We have a commitment to work with parents as partners to promote the success of each student. It is our belief that when school, home and community work together, it is possible for each student to achieve the educational excellence necessary to be globally competitive and for the community to thrive.

As a school system, we are dedicated to providing each student with a rich, rigorous and relevant curriculum to foster and develop a positive relationship where students feel connected and part of the school setting. We are also dedicated to ensuring that students are engaged in extracurricular activities that help them become active members of the school community as well as develop interests and life long skills.

We are pleased you are a part of the Fayetteville Public Schools and I extend my best wishes for an exciting, productive and academically successful school year.

Best regards,

A handwritten signature in cursive script that reads 'Vicki Thomas'.

Vicki Thomas  
Superintendent

FAYETTEVILLE PUBLIC SCHOOLS  
1000 WEST STONE STREET ♦ FAYETTEVILLE, AR 72701  
(479) 444-3000 ♦ WWW.FAYAR.NET

## **PREFACE**

The following pages contain policies and procedures established for students in the Fayetteville School District. The Board of Education believes the responsibility for individual conduct belongs to the student and his/her parents/guardians. We hope this handbook will help students learn to make good decisions about how to be responsible for their own actions and how to respect the rights of others. Therefore it will be helpful to read and understand the information contained herein. Each middle, junior high, and senior high school also have a School Handbook/Planner, which contains information specific to their individual school. Questions concerning this handbook and its contents should be directed to Tom Triplett, Director of Student Affairs, 973-8652.

## **ARKANSAS COMPREHENSIVE TESTING, ASSESSMENT, & ACCOUNTABILITY PROGRAM (ACTAAP)**

The Arkansas Department of Education has established Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). The purpose of this program is:

- ✓ To ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessment.
- ✓ To improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.
- ✓ To require point-in-time intervention when it is determined that a student(s) is not performing at grade level.
- ✓ To outline testing and assessment security and confidentiality requirements.
- ✓ To establish a program to identify, evaluate, assist and advise public school districts in academic distress.

Beginning with the 2005-2006 school year, students in Grades three through eight, identified for an Academic Improvement Plan (AIP) who do not participate in the remediation program shall be retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan.

Remedial instruction provided during high school years Grades (7-12) may not be in lieu of English, mathematics, science, or social studies, or other core subject required for graduation. Any student who does not score at the Proficient level on the criterion-referenced assessments in reading, writing, and mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance (See Policy 5.5). Any student that has an Academic Improvement Plan (AIP) and fails to remediate, but scores at the Proficient level on the criterion-referenced assessments, shall not be retained.

- ▲ Beginning in the 2005-2006 school year, students not proficient on the End-of-Course tests or on the high school Literacy test, shall participate in a remediation program to receive credit for the corresponding course.
- ▲ Beginning with the 2009-2010 school year, students who fail to meet the pass rate on the end-of-course assessments shall not receive credit for the course. Any student failing to pass the end of course assessment after the 3rd attempt shall not be entitled to graduate with a high school diploma from an Arkansas high school or charter school unless,

1. *The student is identified as meeting a satisfactory pass level on a subsequent end-of-course assessment.*
2. *The student is identified as having, by the end of grade twelve (12), finished an Alternate exit course and is identified as having met a satisfactory pass level on an Alternate assessment directly related to the Alternate exit course.*

For a complete copy of the rules go to the Arkansas Department of Education website (<http://arkansased.org/>) and look under Rules.

## **CIVIL RIGHTS NOTICE**

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, the Fayetteville School District assures that no person shall, on the basis of race, color, national origin, age, sex, or qualified handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination through any sponsored program or activity. Charges of sexual harassment will be promptly investigated regardless of the sex of the charging party. Anyone having questions about these guidelines, or anyone believing these guidelines have not been applied fairly, is urged to contact one or more of the following persons at the listed phone number or by mailing to Fayetteville School District; P. O. Box 849; Fayetteville, AR 72702:

Tom Triplett, Title IX Coordinator, 973-8652

Greg Mones, Equity/Title VI/ADA Coordinator, 973-8630

Tom Triplett, Sec. 504 Coordinator, 973-8652

## **DELIVERIES TO STUDENTS**

Disruption to the school day and additional work for school personnel mandate that deliveries to students during the school day be limited. Students may not receive flowers or gift-type deliveries at school. Such deliveries will be refused and returned. Parents/guardians wishing to bring lunches to their child must leave the lunch in the office for the student to pick up. They may only bring lunch for their own child, not their child's friends. If the parent wishes to have lunch with their child, they are welcome to do so in the school cafeteria. Friends of students are not allowed to bring deliveries of any kind to a student at school. Classroom teachers may have special events, such as parties, where parents are asked to bring food. Because of health issues the refreshments brought for these events must be purchased from a store or bakery. Homemade goods, such as cookies and cake are not allowed.

## **GUN-FREE SCHOOLS ACT**

In accordance with federal and state law, any student who brings or possesses a firearm, as defined in 18 U.S.C. 921, on school property or at any school activity will be expelled from school for a period of not less than one year and referred to the appropriate legal authorities. The expulsion may be modified on a case-by-case basis upon recommendation by the Superintendent to the Board of Education

## **F.E.R.P.A.**

The "Family Education Rights & Privacy Act of 1974"(FERPA) limits the information about a student's academic record which may be disclosed without the

student's written permission to "directory information." Directory information is defined as:

- Student's Name
- Address
- Telephone Number
- Date and place of birth
- Classification
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Honors and awards received
- Most recent educational institutions attended by the student
- E-mail address
- Photographs

Each parent, legal guardian, or eligible student has the right to refuse to permit the release of any or all of the above information. If the parent, legal guardian, or eligible student wishes to restrict the release of the directory information, he/she must inform the Principal's Office in writing within thirty (30) calendar days of receipt of this notice. An eligible student is one who has reached the age of 18 or is attending any school beyond the high school level.

Parents and legal guardians of students may have access to student records as provided by the Family Educational Rights and Privacy Act of 1974 (FERPA). This act allows for the inspection of the content of records and for the right of a parent or guardian to challenge anything contained within the records that they consider to be inaccurate or misleading. The person making the request is also entitled to the opportunity to receive an interpretation of the records. Requests to view such records must be made in writing to the principal responsible for the maintenance of the records. Requests shall be complied with as soon as administratively possible within forty-five (45) days of the request. The request should include a specification of the exact information sought. A small charge may be made to cover photo-copying costs.

For additional information regarding FERPA, you may call Alan Wilbourn at 479-444-3000, ext 654 or contact:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

## **LIBRARY MEDIA CENTER**

Our school library media center is well equipped and vital to the quality of our educational program. Students are encouraged to utilize and check-out all of the available materials, especially books.

In order to maintain an adequate collection, students, teachers, and parents or guardians must cooperate to see that materials are returned in good condition. If they are not returned, a charge equal to the current replacement price will be made.

## **Frequently Asked Questions**

### *How many books can my child check out?*

It varies among schools. Generally, it is one to two books at a time. Librarians often make exceptions for students who are working on academic projects. At the high school students may check out as many as seven books at one time. Contact your child's school librarian for more specific information.

### *How long can my child keep a book?*

In most schools books are checked out for a two week period. However, in some elementary schools, books are checked out for only a week. Books maybe renewed for a second one or two week period.

### *How can my child renew a book?*

The librarian can renew a book for your child. However, if you renew it before its due date, renewal can be done online. From the online catalog, click on the Your Checkouts link. You will need to enter your child's name and 9-digit student ID number. When you click on submit, it will take you to your child's record where you can see what your child has checked out, what your child has requested and when books are due. That is also where a book can be renewed.

### *How can I find out what my child is reading?*

The best way is to ask your child. This is a great opportunity for you to have a conversation about what he or she is reading, and to answer any questions that may arise from that reading. You can also go to FALCON, our online catalog, [www.fayar.net/library/index.htm](http://www.fayar.net/library/index.htm), and click on the Your Checkouts link. You will need to enter your child's name and 9-digit student ID number. When you click on submit, it will take you to your child's record where you can see what your child has checked out, what your child has requested and when books are due.

### *What happens if my child loses or damages a book?*

It is the responsibility of all library patrons to keep resources in good condition and available for use. If a book is lost, replacement costs will be charged. Charges for damaged materials are determined based on certain guidelines. If the item is usable, there is no charge. If the item needs repair, repair costs will be charged. If the item must be replaced, then replacement costs will be charged. Your child's librarian can give you exact cost information.

### *What happens when my child's class goes to the library?*

Scheduling classes into the library differs among schools. Some elementary schools schedule weekly classes and other elementary schools have flexible access. The middle schools, junior highs and high school schedule classes into the library at the point of need. In all schools, librarians focus on teaching information literacy skills. These skills help students:

1. *determine information needs*
2. *locate, evaluate and use information effectively*
3. *Share information in a variety of formats.*

In addition to classes scheduled for research, there are special programs, checkout times and free flow for students checking out or working on research.

### *What resources are available on line for my child?*

Our students have access to a number of subscription databases which include encyclopedias, full text periodical indexes, and subject area databases.

These databases can be accessed by going to the District's Library Website at <http://www.fayar.net/library/index.htm> and can be viewed from school or home. To use the databases from home, enter your name and library barcode (Student ID number) when asked. Databases with a "special home access help" link require additional special instructions which you receive after choosing the "special home access help" link. In addition, the district's online catalog, individual school library websites, recommended reading lists, library-related district policies, and library curriculum can be accessed from the district Library Website.

#### *How are materials selected for the libraries?*

Librarians follow the selection policy and procedures of Fayetteville Public Schools. First a consideration file (list of materials to be considered for purchase) is built based upon:

- *Positive reviews*
- *Teacher and student request*
- *Annual needs survey*
- *Curriculum needs*
- *Special projects*
- *Annual replacement of lost or worn out materials still appropriate*
- *Record of materials borrowed from other schools*
- *Gifts must meet the same criteria as books purchased*

When it is time to place an order, using the consideration file, we take into account student and teacher needs, the existing collection, the quality of each book as indicated in reviews, and cost. For additional information, see <http://www.fayar.net/library/materialspolicy.html>

#### *How do I access the district library website?*

Fayetteville Public Schools' website address is [www.fayar.net](http://www.fayar.net). From the menu on the left-hand side of the screen, choose Parents/Students and then click on Library/Research.

#### *How can I find out what books are in my child's school library?*

Parents are welcome to browse the library collections when they visit the schools. The complete catalog for all Fayetteville school libraries is online and may be accessed from [www.fayar.net/library/index.htm](http://www.fayar.net/library/index.htm).

#### *How does interlibrary loan work?*

If it is necessary to borrow from another library, a request is made. If the item is not available at another school in the district, we look to the Fayetteville Public Library and the University of Arkansas Libraries. If we cannot meet the need at that level, we move out to the county, then state, and sometimes even to another state. In turn, we lend items out to other libraries around the United States. This cooperative effort among libraries provides our students and faculty with access to resources they might not otherwise have.

#### *Would a 4th grader be able to check out a book from the junior high or high school?*

Students and teachers may not request items directly from the lending library. The request must first go through the librarian of their school. That librarian determines if the need can be met by another item from the home library. If it is necessary to borrow from another library, a request is made. The lending librarian then determines if the item can be loaned. There are a number of reasons

why a librarian might not be able to loan the material: the need is too great at the loaning library, the item is irreplaceable or the item might not be age-appropriate. In those instances, the lending librarian emails or calls the requesting librarian, and at that point, a decision is made as to whether or not the item should be loaned.

Once it has been determined that an item will be loaned, it is sent to the borrowing library. The item is checked to make sure it is appropriate for the person requesting the item, and the patron is notified that the item has arrived. If there is some question about the appropriateness of the item, one of several things will happen. The request for the book will be denied, a permission note may be requested from a parent, or it will be determined that for this particular child the request can be honored. If a parent is concerned about their elementary or middle school child checking books out from a junior high or high school library, the child's librarian should be notified. A note can be attached to the child's library records indicating that they are not allowed to check out materials from another school without parental permission. Any action that parents want a librarian to take on behalf of their children should be made in writing using the Library Action Request Form.

#### *Are parents allowed to check out books from the library?*

Yes. Arkansas Act 603 of 2003 requires all schools to provide books, materials and other informative material regarding responsible parenting through the school library. Books in the general collection are also available to parents.

#### *Is it possible to restrict what my child checks out from the school library?*

Yes. Your building librarian will be glad to assist you with individual needs pertaining to your child.

#### *How can I find out what materials are being considered for purchase for my child's school library?*

Every librarian maintains consideration files in either the district's acquisition system or online "carts" from book jobbers. Contact your individual librarian to discuss what method he or she uses.

#### *How can I read reviews of books?*

Amazon.com is a quick site to check for editorial reviews from several professional reviewing sources. The online subscription databases NoveList and Novelist K-8 include summaries and reviews of fiction titles. These databases may be accessed from [www.fayar.net/library/index.htm](http://www.fayar.net/library/index.htm). You will need your child's 9-digit student ID number to use the databases. Contact your individual school librarian if you need help finding book reviews.

#### *How can I contact my child's school librarian?*

You may speak to the librarian by telephone, email or in person. Ask the receptionist to connect you to the library when you phone the school or select the contact button on every librarian's school website. Parents are welcome to visit the library anytime, but it is recommended that you schedule an appointment if you would like to speak with the librarian about your individual child.

#### *Are students allowed to check out books from the Parent Library section?*

Yes. The Parent Library is a result of Arkansas' Parental Involvement Act 603 of 2003. One part of this law mandates the "purchase of parenting books, magazines and other information material regarding responsible parenting through the

school library, advertisement of the current selection, and to give parents an opportunity to borrow the materials". This law does not limit this collection to only parents nor does it designate the Parent Library as a place to put restricted materials.

### **OPERATION STAY IN SCHOOL**

- A. As authorized by state law, Act 867 of 1989, the Fayetteville School District has entered into a cooperative agreement with the Fayetteville Police Department to implement within the district an "Operation Stay In School" program.
- B. Act 867 states that any certified law enforcement officer may stop, question, and detain any unsupervised school-age student located off school premises during school hours and request the production of documentation excusing his presence from school.
- C. Upon the student's failure to produce sufficient documentation, the law enforcement officer may take the student into custody and return the student to his school or transport him to his parents.

### **PARENT INVOLVEMENT COMMITMENT**

The Fayetteville School District is committed to the implementation of a successful Parental Involvement Plan based on documented needs that will welcome parents and community members; result in higher parent participation and community involvement; and confirm that parents are a key resource in their children's education. Fayetteville School District is dedicated to the development of a unified purpose with educators, families and community members that collaboratively can prepare and educate children to lead productive, healthy, and happy lives. For more information, contact your school and ask to see the Parent Involvement Plan.

### **PATRON COMPLAINT PROCEDURES**

The Board of Education recognizes the need to implement an orderly procedure for the early resolution of complaints by the public. The Board also believes that a complaint against an employee should be resolved at the lowest possible administrative level. Patrons are encouraged to attempt to address the complaint with the employee involved, first, and every attempt should be made by both parties to resolve their differences. Any patron who wishes to lodge a complaint against an employee may do so by submitting a written and signed complaint to the employee's immediate supervisor. Oral complaints of a serious nature should be reduced to writing by the person receiving the complaint. For more information, refer to Board policy 6.7 on the district website and included in this handbook.

### **PROHIBITION AGAINST INAPPROPRIATE DRESS**

In accordance with Arkansas State Law as described in Act 835, students are prohibited from wearing, while on the grounds of a public school during the regular school day and at school-sponsored activities and events, clothing that exposes underwear, buttocks, or the breast of a female.

### **PROHIBITION AGAINST SMOKING OR USE OF TOBACCO**

In accordance with Arkansas State Law as described in Arkansas Code 6-21-609, smoking or use of tobacco or products containing tobacco in any form in or on any property owned or leased by a public school district, including school

buses, is prohibited.

### **VERBAL ABUSE OF A TEACHER**

In accordance with Arkansas State Law as described in Arkansas Code 6-17-106, insults or verbal abuse of a teacher, while in the course of his or her duties is prohibited. The offender will be prosecuted to the full extent of the law.

### **6-17-106. Insult or Abuse of Teacher.**

(a)(1) 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.

(2) A person who violates this section shall be guilty of a violation and upon conviction be liable for a fine of not less than one hundred dollars (\$100) nor more than one thousand five hundred dollars (\$1,500). (b) Each school district shall report to the Department of Education any prosecutions within the school districts under this section.

History. Acts 1979, No. 125, § 1; A.S.A. 1947, § 80-1905.1; Acts 1987, No. 741, § 1; 2001, No. 1565, § 1; 2005, No. 1994, § 63.

### **VISITATION**

Under Arkansas Children and Family Laws annotated, 12-12-510 Investigative powers, the Department of Human Services may not be denied access to the school when conducting a child maltreatment investigation. For all other visitation concerns see Contact with Students While at School Policy 5.1; Admitting Visitors to School Buildings Policy 5.16; and Visitors to the School Policy 6.5.

### **FAYETTEVILLE SCHOOL DISTRICT MISSION STATEMENT**

The Fayetteville School District will provide a rigorous and relevant education in which all students gain the academic and personal skills needed for lifelong learning and success.

### **Goals:**

#### **Goal 1: Continuously Improve Academic Performance of Each Student**

*Through a rigorous and relevant articulated curriculum, using effective instructional strategies and a comprehensive assessment system that measures success in the years before and after graduation.*

#### **Goal 2: Support the Personal Growth of Each Student**

*By providing integrated opportunities for students to develop effective personal and technology skills.*

#### **Goal 3: Maximize Human, Financial, and other Resources for Academic Excellence**

*By developing, implementing and supporting an equitable, prioritized, performance-based budget.*

**Goal 4: Engage Fayetteville and the Broader Community**

*By developing and maintaining a comprehensive, interactive, and transparent communication process.*

## **5.1—RESIDENCE REQUIREMENTS**

### *Definitions:*

“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 legal, lawful control of the student under order of a court, 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 legal, lawful control of the student under order of a court, or persons standing in loco parentis reside. A student may use the residential address of a legal guardian, person having legal, lawful control of the student under order of a court, 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, or other persons having lawful control of the person under an order of a court 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 parents or guardians 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 parents, guardians, or other persons having lawful control of him or her under an order of a court, the person must actually reside in the District for a primary purpose other than that of school attendance.

The children or wards of any person who is at least a half-time employee of this district but reside in another district are eligible to enroll in District schools.

The Fayetteville School Board, on March 16, 1965, agreed to approve as policy the assignment of all elementary pupils to attend the school in the attendance area in which they live.

Legal References: A.C.A. § 6-18-202  
A.C.A. § 6-18-203  
Date Adopted: 8-28-03

## **5.2—ENTRANCE REQUIREMENTS**

To enroll in a school in the District, the child must be a resident of the District as defined in District policy 5.1—RESIDENCE REQUIREMENTS or meet the criteria outlined in policy 5.40—HOMELESS STUDENTS.

Students may enter kindergarten if they will attain the age of five (5) on or before August 15 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, who will become five (5) years old during the year in which he/she is enrolled in kindergarten, and who meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District.

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

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

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

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Home-schooled students shall be evaluated by the District to determine their appropriate grade placement.

### Prior to the child’s admission to a District school:

1. The parent, guardian, or other responsible person 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 department of education.
2. The parent, guardian, or other responsible person shall provide the district with one (1) of the following documents indicating the child’s age:
  - a. *A birth certificate;*
  - b. *A statement by the local registrar or a county recorder certifying the child’s date of birth;*
  - c. *An attested baptismal certificate;*
  - d. *A passport;*
  - e. *An affidavit of the date and place of birth by the child’s parent or guardian;*
  - f. *Previous school records; or*
  - g. *Military Identification*
3. The parent, guardian, or other responsible person 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.
4. The child shall be age appropriately immunized from poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, mumps, hepatitis B, varicella and other diseases as designated by the Arkansas State Department of Health, or have an exemption issued by the Arkansas State Department of Health. Proof of immunization shall be by a certificate of a licensed physician, public health department or the military service acknowledging the immunization.

Legal References: A.C.A. § 6-18-201 (c)  
A.C.A. § 6-18-207  
A.C.A. § 6-18-208  
A.C.A. § 6-18-702  
A.C.A. § 6-15-504 (f)  
Date Adopted: 8-28-03  
Revised: 5-26-05  
Revised: 6-24-10

### **5.3—COMPULSORY ATTENDANCE REQUIREMENTS**

Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 15 of that year who resides, as defined by policy 5.1—RESIDENCE REQUIREMENTS, within the District shall enroll and send the child to a District school with the following exceptions.

- The child is enrolled in private or parochial school.
- The child is being home-schooled and the conditions of policy 5.6—HOME SCHOOLING have been met.
- The child will not be age six (6) on or before August 15 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
- The child has received a high school diploma or its equivalent as determined by the State Board of Education.
- The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
- The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

Legal Reference: A.C.A. § 6-18-201  
A.C.A. § 6-18-207  
Date Adopted: 8-28-03  
Revised: 6-24-10

### **5.4—STUDENT TRANSFERS**

The Fayetteville District shall review and accept or reject requests for transfers, both into and out of the district, on a case by case basis.

Any student transferring from a school accredited by the Department of Education 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 student transferring from home school or a school that is not accredited by the Department of Education to a District school shall be evaluated by District staff to determine the student's appropriate grade placement.

The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another district to enroll as a student until the time of the person's expulsion has expired.

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 (f)  
State Board of Education Standards of Accreditation VII (E) (1)  
Date Adopted: 8-28-03

### **5.5-ATTENDANCE REQUIREMENTS FOR STUDENTS IN GRADES 9-12**

Students in grades nine through twelve (9-12) are required to schedule and attend at least 350 minutes of regularly scheduled class time daily. Part of this requirement may be met by students taking post-secondary courses. Eligible students' enrollment and attendance at a post-secondary institution shall count toward the required time of school attendance.

#### *Study Halls*

Students may be assigned to no more than one (1) class period each day for a study hall that the student shall be required to attend and participate in for the full period. Such study halls are to be used for the purposes of self-study or for organized tutoring which is to take place in the school building.

#### *Extracurricular Classes*

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

#### *Course Enrollment Outside of District*

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

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

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

Legal References: A.C.A. § 6-18-210, 211  
Arkansas Department of Education Rules Governing the Mandatory Attendance Requirements for Students in Grades Nine through Twelve  
Date Adopted: 11-18-04

## 5.6—HOMESCHOOLING

Parents or legal guardians desiring to provide a home school for their children must give written notice to the Superintendent of their intent to do so and sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time the parents choose to home school. Notice shall be given:

1. At the beginning of each school year, but no later than August 15;
2. By December 15 for parents who decide to start home schooling at the beginning of the spring semester; or
3. Fourteen (14) calendar 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 unexcused absences) and at the beginning of each school year thereafter.

The parents or legal guardians shall deliver written notice in person to the Superintendent the first time such notice is given and the notice must include:

1. The name, date of birth, grade level, and the name and address of the school last attended, if any;
2. The location of the home school;
3. The basic core curriculum to be offered;
4. The proposed schedule of instruction; and
5. The qualifications of the parent-teacher.

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 which might indicate the need for special education services.

Legal References: A.C.A. § 6-15-503  
A.C.A. § 6-41-206  
Date Adopted: 8-28-03

## 5.7—ABSENCES

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school 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.

### Excused Absences

Absences are excused for one of the following reasons:

1. The student's illness or when attendance could jeopardize the health of other students;

2. Death or serious illness in their immediate family (parent, legal guardian, grandparent, sibling, or any other relative living in the same household);
3. Observance of recognized holidays observed by their 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; or participation in a school sanctioned activity.
7. Participation in the election poll workers program for high school students.

It is the Arkansas General Assembly's intention that students having excessive excused absences be given assistance in obtaining credit for their courses.

Students will receive an excused absence only after the parent or legal guardian has contacted the school by telephone explaining the reason for the absence. Some principals may accept a written explanation in lieu of the required phone call.

### Unexcused Absences

Absences not defined above or not having a parent or legal guardian telephone contact or an accompanying note, if allowed by the principal, from the parent or legal guardian shall be considered as unexcused absences. Students with 4 unexcused absences in a course in a semester shall 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 2 unexcused absences, his/her parents, guardians, or persons in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds 4 unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or persons *in loco parentis* shall be subject to a civil penalty as prescribed by law.

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

Days missed due to expulsion or out-of-school suspension 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 code.

Applicants for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or a public, private, or parochial school prior to receiving an instruction permit. To be issued a driver's license, a student enrolled in school shall present proof of a "C" average for the previous semester or similar equivalent grading period for which grades are reported as part of the student's permanent record.

## **ABSENCE PROCEDURES**

1. "Absence" means a student was not present at a roll call or during some portion of the school day.
2. Anything this regulation requires The Principal to do may be delegated; however, the Principal shall maintain supervisory control and accountability for proper performance by the delegate.
3. The Principal may excuse absences due to religious holidays, illness, accident, unavoidable circumstances, family emergencies, or educationally valuable activities away from school. Even excusable absences may have a negative impact upon academic performance; therefore, the Principal may decide not to excuse an absence in light of the District's duty to enforce the compulsory education laws and encourage academic progress.
4. If a student is absent 8 times from any class during a semester, the Principal may decide to not excuse any more absences from that class.
5. Principals are authorized to deny academic credit on the basis of 4 unexcused absences or 12 absences, whether excused or unexcused.
6. Principals are authorized to convene a student attendance committee to assist in the implementation of this administrative regulation.
7. Principals shall provide parents a copy of the District policy on excessive unexcused absences.
8. When a student under age 18 has accumulated 2 unexcused absences in a semester, the Principal shall notify his/her parents, guardians, or persons in loco parentis. 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.
9. When a student under age 18 has accumulated 4 unexcused absences in a semester, the Principal shall notify his/her parents, guardians, or persons in loco parentis by regular mail with a return address sent no later than the following school day. The Principal shall also prepare an affidavit using the approved affidavit format and forward the affidavit with attachments to the Director of Student Affairs.
10. The Director of Student Affairs shall review affidavits for accuracy and forward them to the Juvenile Prosecutor for Washington County.
11. The Principal shall make a thorough attempt to locate and improve the attendance rate of those students who have accumulated excessive unexcused absences.
12. Principals may not "drop" or terminate a student's enrollment unless the Principal has verified that the student does not reside in our school district.
13. When a student has 10 unexcused absences in a semester, the Principal shall transfer that student's name and a copy of the student's file to the Director of Student Affairs.
14. The Director of Student Affairs shall notify the Department of Finance and Administration of students age 14-17 with excessive unexcused absences who are no longer in school, using the form required by the department.

Legal References: A.C.A. § 6-18-209  
A.C.A. § 6-18-220  
A.C.A. § 6-18-222  
A.C.A. § 27-16-701  
A.C.A. § 7-4-116

Date Adopted: 8-28-03  
Revised: 4-27-05  
Revised: 6-24-10

## **5.8—MAKE-UP WORK**

Students who miss school due to an excused absence shall be allowed to make up the work they missed during their absence. It is the responsibility of the student to arrange for all make-up work with his/her teacher(s). Each school shall establish a uniform timetable in which students must make up their work to receive credit.

Work may not be made up for credit for unexcused absences, except as discussed in Policy 5.17 concerning Out-of-school suspension. Out-of-school suspensions are unexcused absences.

Date Adopted: 10-28-04  
Revised: 6-24-10

## **5.10—PROMOTION/RETENTION/ACCELERATION OF PUPILS**

The purpose of the following procedures is to provide guidelines for teachers and principals to use in making decisions relating to promotion, retention, acceleration, and administrative placement of students.

### **Procedures/Retention of Regular Students**

#### *Elementary Grades*

To be promoted to the next grade level, students enrolled in elementary grades will be expected to make acceptable progress in reaching the course objectives as outlined by the Arkansas Department of Education. Students not performing at grade level will participate in a remediation program during the school year or a summer school remediation program, to be eligible for promotion to the next grade.

If a parent, teacher, or other staff member believes there is sufficient evidence to consider the retention of a pupil, that person will discuss the matter with the building principal. The possibility of student retention will be discussed with the parent no later than six weeks before the end of the school year. Each school will organize a retention and promotion committee to be comprised of at least an administrator, a counselor, and a teacher who will review the case of a student who has not made satisfactory progress in reaching the course objectives at his/her grade level. The committee will submit a recommendation to the principal. The decision will be based on a wide range of factors with the interests of the individual as the basic consideration. The principal is authorized to waive the above requirements for student promotion.

#### *Middle School Grades*

To be promoted to the next grade level, a student must satisfactorily complete the school's regular program of studies and pass a minimum of 75% of four core classes (math, science, language arts, and social studies). The student must receive a passing grade (60% or above) in at least six of the eight core semester classes.

Students who do not make adequate grades to be promoted to the next grade level should enroll in a twenty-day summer-school program, at their expense, to make up their credit(s). To receive summer-school credit, a student must attend 90% of the classes and make a passing grade in the subject(s) taken. Failure to sign up for summer school, attend 90% of the time, and make a passing grade in the summer-school program will result in the student repeating the grade the following school year.

The possibility of student retention will be discussed with a parent/guardian no later than six weeks before the end of the school year. Each school will organ-

ize a retention and promotion committee to be comprised of at least an administrator, a counselor, and a teacher who will review the case of a student who has not passed the minimum number of semester classes required. The committee will make a recommendation to the principal. The decision will be based on a wide range of factors with the interests of the individual as the basic consideration. The principal is authorized to waive either or both of the above requirements for student promotion.

### *High School*

Academically, the first year of a student's high school career is grade nine. Promotion from grade eight to grade nine follows the middle grades format for promotion. See paragraph above.

A student's classification in high school is determined by the number of accumulated high school credits the student has earned.

*9th grade (freshman)	promotion from 8th grade
10th grade (sophomore)	earned 5 credits
11th grade (junior)	earned 10 credits
12th grade (senior)	earned 15 credits
Graduation requirements	earned 24 credits (see graduation policy 5.16)

Of the five credits required in each of the classification levels of freshmen, sophomore and junior years, three must be in the areas of English, math, science and social studies.

If a student fails any classes and does not meet the minimum requirements at each grade level, the student can make up a total of one lost credit per year during Summer School, at the student's expense. Credits from failed courses can also be earned through the Credit Recovery program offered during the school day at Fayetteville High School. There is no cost for these courses, but enrollment is limited and must be approved through the student's counselor.

Students who would like to take additional classes in order to gain extra credits or make up lost credits, can take a total of 1½ credits through Independent Study courses from an approved institution. The cost for these credits is at the student's expense, must be taken outside school hours, and be approved through the student's counselor.

Principals are authorized to waive the above requirements and recommend a ninth grader who, because of individual characteristics or situation, is more likely to be better served through another placement.

### *Academic Improvement Plans*

Students shall be tested in content areas as prescribed by state rules and regulations. Any student who does not achieve a passing score in any of the competency areas shall be evaluated by the student's school principal, teachers, and counselors, who will jointly prepare an Academic Improvement Plan to assist the student in obtaining mastery of the area(s) in which the student is deficient. The plan shall be designed to assist the student in achieving grade level competence. A conference shall be held with each student's parent(s) or guardian(s) to review and discuss that student's plan. Beginning with the 2005-06 school year, students who do not score at a proficient level and do not participate in the remediation program will be retained.

### **Promotion Procedures for Special Education Students**

Individualized Education Program (IEP) team shall meet annually to review progress on goals and objectives as well as the general education course work as required by Individuals with Disabilities Education Act (IDEA). Additionally, the IEP team must document conferences held to address failure prior to the student being given a failing grade. Attempts to prevent failure such as services and supports provided, as well as behavior modification, instructional modifications and accommodations utilized with the student must be documented. IEP services and supports, documentation of failure conferences and general education progress will be considered for all students with disabilities. When the decision to retain a student with a disability is considered, the IEP team members must consider the implementation of the IEP as well as the progress of the student.

### **Retention**

If it becomes apparent a student may need considerably more than the usual amount of time to complete the objectives normally assigned to a grade level, retention in a grade may be considered. The decision will be based on a wide range of factors with the interests of the individual as the basic consideration. These factors should include the following:

1. Developmental maturity.
2. Parental support.
3. Chronological age.
4. Identified emotional or learning problems.
5. Serious illness or circumstances which prevent home tutoring.
6. The failure to attain a mastery criteria score on a set of grade level curricular objectives.
7. Attendance record.
8. Work habits, responsibility, and attitudes.
9. The advisability of utilizing other remediation methods such as tutoring or summer programs.

In no case should a single factor be the basis for a grade retention decision.

### *Kindergarten Through Sixth Grade*

If a parent, teacher, or other staff member believes there is sufficient evidence to consider the retention of a pupil, that person will discuss the matter with the building principal. If the principal agrees that such action might be warranted, it will be the principal's responsibility to involve the student's parents and any other appropriate persons who can assist in making the final decision. Parent support will be weighed heavily in making decisions since the quality of parent concern appears to be a determining factor in the effectiveness of such a course of action. The likelihood of retaining a student should be discussed with the parent no later than six weeks before the end of the school year, or on receipt of state mandated test results. The final retention decision will rest with the building principal.

Students shall be tested in content areas selected and approved by the Arkansas Department of Education. Any student who does not achieve a passing score in any of the competency areas shall be evaluated by the student's school principal, teachers, and counselors, who will jointly prepare an academic skills development plan to assist the student to obtain mastery of the area(s) in which the student is deficient. The plan may include an extended school day or year, al-

ternative curriculum, retention, or use of other resources. The plan shall be designed to assist the student in achieving grade level competence. A conference shall be held with each student's parent(s) or guardian(s) to review and discuss that student's plan.

### *Grades Seven Through Ninth*

Students in grades seven - nine who do not meet the promotion standards outlined above will be retained at grade level for an additional year.

### **Acceleration**

Acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. It allows for a student to move through traditional educational organizations more rapidly, based on assessed readiness, capability and motivation. Some students are best served by enrichment programs, some by acceleration and some by a mix of the two. Acceleration is not a replacement for gifted education services or programs.

Two broad categories of acceleration are content-based and grade-based with the primary difference whether the accelerative intervention shortens the number of years that a student spends in the K-12 system.

When a grade-based acceleration is under consideration, an evaluation of the needs and abilities of the student will be completed. If there is evidence that a move in grade placement is an appropriate educational decision and recommend by the acceleration committee, an educational plan will be developed. The following guidelines for the acceleration process will be completed:

I. There are two avenues for the initiation of a grade-based acceleration. One is a parent-initiated referral and one is a school-initiated referral. At the time of a referral, a conference or phone conversation between the parent(s) and either the principal or Director of the Gifted /Talented Program should be held to explain and discuss the process.

#### *A) Parent-initiated referral*

1. A written request shall be made to the student's school principal or the Director of the Gifted /Talented Program. Included in that request shall be:
  - (a) *The parent's reason(s) for seeking the acceleration.*
  - (b) *The parent's commitment to support the change should the assessment indicate it appropriate.*
- 2) Whoever (A. 1.) receives the parent request will inform the other staff member of the request.
- 3) The Director of the Gifted /Talented Program shall notify the appropriate assistant superintendent of the request.

#### *B) School-initiated referral*

- 1) School personnel initiating the referral (classroom teacher, gifted/talented program teacher, principal) will notify the Director of the Gifted/Talented Program before contacting parents.
- 2) The Director of the Gifted/Talented Program and/or the principal will meet with the parents to present an explanation of why acceleration is being considered.
- 3) If the parents consent for the process to proceed, written parent permission for assessment will be obtained.
- 4) The Director of the Gifted/Talented Program shall notify the appropriate assistant superintendent.

II. An initial assessment of the student's academic achievement level will be

completed using an off-level academic instrument with age norms. (e.g. - Peabody Individual Achievement Test-Revised). Scores in multiple content sub sections are expected in the top 5% range to indicate a need to proceed with the remainder of the assessment battery.

A) *If the expected scores are reached, the student's parents will complete the Parent Inventory and return to the Director of the Gifted/Talented Program.*

- 1) The classroom teacher of the student will complete the following and return to the Director of the Gifted/Talented Program.

III) Additional tests/information will be completed to assess student level/indicators in the following areas:

- A) *Aptitude*
- B) *Problem-solving ability*
  - 1) *Scales for Rating Behavioral Characteristics of Superior Students.*
- C) *Teacher sections of the Iowa Acceleration Scale (IAS).*
- D) *Developmental factors*
- E) *Interpersonal factors*
- F) *Motivation*
- G) *Attitude and support*
- H) *School/academic factors; Chronological Age Consideration form*

IV) All assessment data, parent and teacher input will be compiled by the Director of the Gifted/Talented Program on the Student Assessment Data Sheet and/or on the IAS.

V) The Director of the Gifted/Talented Program will present the data results to the acceleration committee: school principal, classroom teacher and other school personnel, as appropriate. A decision to recommend acceleration or not will result from this meeting. The decision relative to acceleration is one made by education professionals. If acceleration is recommended, the Director of the Gifted/Talented Program will prepare the Special Services Recommendation form and the Education Plan for Acceleration using the IAS and/or the assessment data collected.

VI) After the acceleration committee's decision, a conference will be held to present the data results to the parents. In addition to the parents, persons in attendance at that conference may include the following:

- A) *Director of the Gifted/Talented Program (required)*
- B) *Principal or assistant principal (required)*
- C) *Receiving classroom teacher (recommended)*
- D) *Assistant superintendent*
- E) *Current classroom teacher*
- F) *Counselor*
- G) *Other school personnel as pertinent*

VII) At the parent acceleration conference, if parents agree to the acceleration recommendation, their signed permission is obtained on the Education Plan for Acceleration and the Special Services Recommendation form. The classroom placement for an accelerated student will be made by the principal. If no space is available at the school site, the assistant superintendent will decide the transfer school, should the parents agree to a school site change. If they do not agree, then the student will remain at their home school to await a vacancy in the recommended grade or remain in the current grade.

VIII) If the parents concur with the recommended acceleration, parent and con-

ference attendees' signatures will be obtained on the Education Plan for Acceleration and the Special Services Recommendation forms.

- IX) The student's acceleration file with all data will be kept in the Gifted/Talented office acceleration file. A Notice of I.E.P. for Acceleration form will be placed in the student's cumulative record file.
  
- X) The student's acceleration transition will be monitored by the Director of the Gifted/Talented Program.

Revised: 7-21-87  
Revised: 6-22-06  
Revised 5-26-11

### **5.11—EQUAL EDUCATIONAL OPPORTUNITY**

In recognition of the importance of assuring equality of opportunity through the elimination of discriminatory practices, it shall be the policy of the Fayetteville Public Schools to fully comply with Titles VI, VII, and IX of the Civil Rights Act of 1964, with the Age Discrimination Act (ADA), and with Title V of the Rehabilitation Act of 1973.

Date Adopted: 8-28-03

### **5.12—STUDENT ORGANIZATIONS/EQUAL ACCESS**

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

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

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

Fraternalities, 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.

Legal References: A.C.A. § 6-5-201 et seq  
A.C.A. § 6-21-204  
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. § 6-18-601 et seq.

Date Adopted: 8-28-03  
Revised: 6-24-10

### **5.14—STUDENT PUBLICATIONS AND THE DISTRIBUTION OF LITERATURE**

#### *Student Publications*

All publications that are supported financially by the school or by use of school facilities, or are produced in conjunction with a class shall be considered school-sponsored publications. School publications do not provide a forum for public expression. Such publications, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial control 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 publications that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorse such things as tobacco, alcohol, or drugs.
2. Publications may be regulated to prohibit writings, which are, in the opinion of the appropriate teacher and/or administrator, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
3. Publications may be regulated to refuse to publish material which might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order, or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited publications include:
  - a. *Those that are obscene as to minors;*
  - b. *Those that are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard of the truth;*
  - c. *Those that constitute an unwarranted invasion of privacy as defined by state law,*
  - d. *Publications that suggest or urge the commission of unlawful acts on the school premises;*
  - e. *Publications which suggest or urge the violation of lawful school regulations;*
  - f. *Hate literature that scurrilously attacks ethnic, religious, or racial groups.*

#### *Student Publications on School Web Pages*

Student publications that are displayed on school web pages shall follow the same guidelines as listed above plus they shall:

1. Not contain any non-educational advertisements. Additionally, student web publications shall;
2. Not contain any personally identifying information, as defined by "Directory Information" in the student handbook, without the written permission of the parent of the student or the student if over 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*

The Public Information Officer 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.

The Superintendent, along with the student publications advisors, shall develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and timelines for the review of materials.

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:	8-28-03

### **5.15—CONTACT WITH STUDENTS WHILE AT SCHOOL**

Parents wishing to visit their children during the school day shall register first with the office. If there is any question concerning the legal custody of the student, the parent shall present documentation to the principal or his/her designee establishing the parent's custody of the student or legal right of visitation. It shall be the responsibility of the custodial parent to make any visitation restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Estranged parents may visit their child during school hours with the consent of the custodial parent.

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, or other person having lawful control by court order, or person acting in loco parentis on student enrollment forms.

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 the social services with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other per-

son having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement personnel or a 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 Reference:	A.C.A. § 6-18-513
Date Adopted:	8-28-03

### **5.16—ADMITTING VISITORS TO SCHOOL BUILDINGS**

In order to protect the safety of students and teachers and to prevent unnecessary disruption of school programs, it shall be the policy of Fayetteville Schools to require visitors to report to the principal's office before going to other parts of the building or premises.

#### PROCEDURES

1. Principals or their designee will determine the visitor's purpose in the building. Routine requests may be granted or denied verbally. If principals feel more formal recognition should be given to the request, a visitor's permit or denial may be issued. Sales persons or solicitors for special projects may be required to get approval from a central office administrator before their request is considered. Central office administrators introducing a person to make a request or making any commitment to a visitor should complete a Visitor's Permit Card (1240-ES-f) to be presented to the principal.
2. Visitors who frequently or regularly come to the building or premises for an approved purpose may be issued a standing permit.
3. Guests and/or personal friends invited by school personnel should follow the same procedures as other visitors.
4. All post-secondary students and staff wishing to visit in a Fayetteville school for any purpose related to a course, special studies or research activities must get approval from the appropriate post-secondary administrator prior to the consideration of their request. The appropriate post-secondary administrator will forward approved requests to the appropriate assistant superintendent administrator for instruction for consideration of district approval. The assistant superintendent administrator will communicate with affected school principals in making decisions. (Further information on Field experience program is found in policy and procedures 4123.)

Adopted:	2-12-74
Revised:	6-27-80
Revised:	8-28-03
Revised:	5-26-05

### **5.17—STUDENT DISCIPLINE**

The Fayetteville School District recognizes that effective student discipline can best be achieved and maintained through the cooperative efforts of parents, educators, students, and other community members. Each has the right to expect a wholesome atmosphere that is conducive to learning. Such a climate can best be created where efforts are made to move students toward responsible self-discipline.

The school has a responsibility to inform students of their rights and responsibilities; students are responsible for knowing and abiding by the rules and regulations of the school. Parents are responsible for helping their children understand the policy and for supporting the school in its efforts to enforce the policy. All students and parents will be provided copies of this policy and will be required to indicate in writing their receipt of the policy.

Students are expected to conduct themselves at all times (at school, at school activities and events, and traveling to and from school) in a manner that will promote the best interest of the school system and will not infringe on the rights of others. The following activities are considered improper and unacceptable and may subject the student to disciplinary action as described in the procedural section of this policy.

1. Disruption and interference with school. This will include interference with the proper conduct of a school, a school activity, or an individual class; attempts to prohibit or discourage attendance by others at school or a school activity; attempts to encourage other students to violate school rules or policies; refusal to identify himself/herself on request of any authorized school personnel; and refusal to identify others engaged in unlawful or disruptive acts or to otherwise fail to divulge information regarding such acts.
2. Damage, destruction, or theft of private or public property.
3. Harassment of students or employees, which shall include but is not limited to:
  - (a) *Speech, such as epithets, derogatory comments or slurs, and lewd propositioning on the basis of race, sex, religion, national origin, ancestry, disability, medical condition, marital status, age, or sexual orientation.*
  - (b) *Physical acts, such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal school activities or learning environment when directed at an individual on the basis of race, sex, religion, national origin, ancestry, disability, medical condition, marital status, age, or sexual orientation.*
  - (c) *Visual insults, such as derogatory posters, cartoons, or drawings related to race, sex, religion, national origin, ancestry, disability, medical condition, marital status, age, or sexual orientation.*
4. Assault, bullying, fighting, physical abuse, threats, or verbal abuse by a student on a fellow student.
5. Assault, physical abuse, threats, or verbal abuse by a student on any school employee, even if such actions occur off school premises.
6. Possession, offering for sale, sale, or use of narcotics, drugs, anabolic steroids, alcohol, inhalants, analogues\* or other controlled substances as defined by statute, unless such possession and use has been authorized by a physician and written documentation is on file in the nurse's office. School officials will be expected to cooperate fully with law enforcement agencies and judicial bodies in the investigation and resolution of drug-related or alcohol related cases involving students, even though the offenses may not have taken place on school property or at a school activity. \*An analogue is a substance which mimics the stimulant, depressant, or hallucinogenic effect on the central nervous system that is similar to the stimulant, depressant, or hallucinogenic effect of a controlled substance.
7. Possession of any weapon, knife, gun, instrument or article that might be injurious to a person or property.
8. Disregard of reasonable directions or commands given by authorized school personnel.
9. Truancy or chronically poor attendance, as defined by school policy and Arkansas Statute (Act 60, 1983).

10. Extortion from other students.
11. Gambling on school property or at a school activity.
12. Attire that disrupts the educational process or otherwise interferes with the rights or opportunities of others to learn or teach.
13. Distribution of petitions or other printed matter not approved in advance by the principal. (The principal's sole basis for denying such distribution will be substantial belief that possession or distribution of such materials will cause substantial disruption of school activities because of obscene or libelous language, personal attacks, or the method or time of distribution.)
14. Violation of statutory or constitutional regulations. (School penalties may be imposed in addition to any penalties imposed by the courts.)
15. Violations of established classroom or school rules or regulations.
16. Reckless or unsafe operation of an automobile, truck, motorcycle, or other vehicle, on school property or traveling to or from school.
17. Possession of a paging device or other electronic communication device on school property, unless such possession is necessary for health reasons or other compelling reasons. Electronic communication devices are allowed at extra curricular activities unless they pose a significant disruption to the activity or performance. Act 447 amends A.C.A. § 6-18-502(b)
18. Violation of Sexual Harassment Policy No. 5.27, Computer/Network Use Policy No. 5.29, Gangs and Gang Activity Policy No. 5.26, Bullying Policy No. 5.47, and Conduct To And From School Policy No. 5.19 together with any other district policies regarding student conduct.
19. Use, possession or distribution of tobacco products is prohibited in accordance with Arkansas statute, § 6-21-609.
20. Any behavior not covered above which could reasonably be interpreted as being subversive to good order and discipline or which causes the learning atmosphere to deteriorate or be disrupted.

The Board of Education endorses the enforcement of all applicable statutes relating to the abuse and harassment of school employees and students and/or their property.

## PROCEDURES

In order to effectively implement the above policy, the following procedures are adopted:

School personnel are responsible for dealing with students fairly and honestly and for treating all students with courtesy and respect. The professional staff is encouraged to reward good behavior and to maintain a positive approach in helping students develop acceptable patterns of behavior. Corrective measures of a punitive nature are sometimes necessary; acceptable corrective measures include the following:

1. Conference between the teacher and the student
2. Deprivation of privileges: This form of discipline is especially encouraged when the student has developed a pattern of chronically repeating minor offenses.
3. Referral to a building administrator (principal or assistant principal)
4. Parent-school conferences This type of cooperative action is highly encouraged, especially when a student appears to be developing a potentially serious behavioral problem. Parents should not expect a report on every problem that arises. When public or private property has been stolen or damaged, the school will work through parents to recover reasonable compensation for damages to that property.
5. Referral to other school personnel (counselor, social worker, nurse, etc.).

6. Referral to out-of-school personnel (physician, psychologist, drug or alcohol treatment centers, law enforcement personnel, etc.).
7. In-School Suspension (ISS). A student may be placed in the school's In-School Suspension classroom when such suspension is necessary for the student to regain or maintain emotional control or when the student's presence in the regular classroom represents a reasonable threat to others or when the student's presence in the regular classroom prevents other students from pursuing desirable educational goals. Reasons for suspension may include refractory conduct; insubordination; or other conduct that would tend to impair the discipline of school, or harm other pupils.
8. Saturday School. A student may be assigned to Saturday School for violation of school rules.
9. Out of School Suspension (OSS). A student may be suspended from school when such suspension is necessary for the student to regain or maintain emotional control or when the student's presence at school represents a reasonable threat to others or when the student's presence at school prevents other students from pursuing desirable educational goals. Reasons for suspension may include immorality; refractory conduct, possession of any weapon; possession, use or sale of narcotics, drugs, anabolic steroids, or alcohol; insubordination; or other conduct that would tend to impair the discipline of school, or harm other pupils. Any suspension must conform to the following guidelines:
  - A. *Prior to any suspension, the student shall receive an explanation of the intended suspension and shall be given reasonable opportunity to present evidence that might argue against suspension.*
  - B. *The student's parents or legal guardians should be notified immediately of any suspension, and should indicate how the student is to leave school.*
  - C. *Written notice of any suspension should be forwarded to the superintendent's office and the parents or guardians as soon as possible. Such notice shall include a statement of the reasons for and conditions of the suspension and shall notify parents or guardians of the established appeal procedures. The notice will be mailed to the address listed on the student's current enrollment form. A conference with parent or guardian should be scheduled as soon as possible, in an effort to return the student to school.*
  - D. *Building administrators (principals and assistant principals) can suspend students from school for a period not to exceed ten (10) days, subject to appeal to the assistant superintendent and the superintendent.*
  - E. *At each step in the appeal process, the suspension may be affirmed, revoked, or otherwise modified by the person or group hearing the appeal. Such disposition of an appeal does not in any way prohibit a student or a student's parent or guardian from pursuing the appeal to the next level.*
  - F. *Procedural due process, as defined by statutes and court decisions, will be followed at all stages of the suspension process. If a student under suspension transfers to another school, information regarding the suspension will be sent to that school.*
10. Alternative school program (secondary): When it appears that a student cannot conform to acceptable behavioral standards in the regular school program, the principal may recommend placement in the District's alternative school.
11. Extended suspension or suspension for a period greater than ten (10) days: The Board of Education is the only authority that has the power to remove a student from school for a period greater than ten (10) days. The Board will exercise this authority on the recommendation of the superintendent of schools when a student(s) participates in any activity which tends to disrupt,

obstruct, or interfere with orderly education processes; an extended suspension may be for the remainder of the semester, the remainder of the school year, or permanently.

12. Other forms of discipline determined to be appropriate by the Professional Staff: The following general guidelines should be applied to any disciplinary methods adopted by the professional staff, as well as to those methods listed above.
  - A. *All methods of discipline should refrain from being a serious inconvenience to students other than the student(s) involved. Mass punishment is to be avoided.*
  - B. *Within the limits of practicality, all methods of discipline should be directed toward the student who has committed an offense.*
  - C. *All methods of discipline should refrain from promoting an attitude unfavorable to academic or other schoolwork.*
  - D. *Methods of discipline that would tend to publicly embarrass the student(s) are not allowed.*

Disciplinary actions, as outlined above, will not be entered on a student's permanent record, and will not be divulged to unauthorized personnel, except as provided under "Suspension" and "Extended Suspension," above.

Students with disabilities, as defined in state standards, who engage in inappropriate behavior are subject to normal school disciplinary rules and procedures provided the student's right to a free appropriate public education is not abridged. The following provisions will apply.

1. For students whose disabilities have behavioral aspects, preventive measures such as behavioral management plans, should be considered and can be facilitated through the individualized education program (IEP) or the individualized accommodation plan (IAP) and placement processes required by IDEA and Section 504. While there is no requirement that such measures be specified in a student's IEP/IAP, the IEP or Section 504 Committee for a student with identified disabilities could determine that it would be appropriate to address the use of specific behavioral management and/or discipline procedures in individual situations involving that student and include them in the IEP/IAP.
2. Where in-school discipline or short-term suspension (ten (10) school days or less) is involved, a school may remove a student with disabilities for a disciplinary infraction without it being considered a change of placement, and IDEA'S or Section 504 parent-notification provisions would not apply. Also, there is no requirement for a prior determination of whether the student's misconduct was a manifestation of the student's disability. During periods of short-term exclusion, schools are not required to provide any educational services to the student. A series of short-term suspensions in the same school year could constitute a change in placement. The IEP/Section 504 team must make the determination. It must also determine whether the misconduct was a manifestation of the student's disability. Factors such as the length of each suspension, the total amount of time that the student is excluded from school, and the proximity of the suspensions to each other should be considered in determining whether the student has been excluded from school to such an extent that there has been a change in placement. This determination must be made on a case-by-case basis.
3. For a student with disabilities, a suspension or other disciplinary removal for more than ten (10) consecutive school days may not be considered without the school district first determining whether the student's misconduct was a manifestation of the student's disability or due to an inappropriate placement. This determination must be made by a group of persons knowledgeable about the student (such as his/her IEP/IAP Committee), and may not be made unilaterally by one individual.

- A. *If the student's misconduct was not a manifestation of his/her disability or an inappropriate placement, the school district may expel or suspend the student from school for more than ten (10) school days, subject to conditions set forth in the procedural safeguards of IDEA and Section 504.*
- B. *If the student's misconduct was, a manifestation of his/her disability or an inappropriate placement, the student may not be expelled or suspended from school for more than ten (10) school days for the misconduct. However, other procedures may be used to address the student's misconduct. A change in placement, if determined appropriate, could be implemented subject to applicable procedural safeguards. The school district would also have the option of suspending the student from school for ten (10) days or less, or seeking a court order at any time to remove the student from school or to change the student's placement if it believes that maintaining the student in the current placement is substantially likely to result in injury to the student or to others.*

In addition to showing that the student is substantially likely to cause injury, the school district must show that it has made reasonable efforts to accommodate the student's disabilities so as to minimize the likelihood that the student will injure him or herself or others.

- 4. The student who is suspended/excluded for more than ten (10) days should be offered a free appropriate public education for the duration of the exclusion.
- 5. A student with a disability who brings a weapon to school, possesses illegal drugs at school, or causes serious bodily injury to another at school may be removed from school for ten (10) days or less, and placed in an interim alternative education setting for up to 45 school days.

#### **STUDENT DISCIPLINE REGULATIONS**

- I. This regulation is intended to ensure a degree of uniformity in disciplinary actions under Policy No. 5.17.
- II. Teachers and administrators shall respond to inappropriate behavior by students with disabilities according to Policy No. 5.17.
- III. Teachers and administrators shall follow this regulation after determining that a student has committed an infraction of Policy No. 5.17.
- IV. Teachers and administrators shall determine how many infractions of the listed type of improper activity have been committed by a student before taking the appropriate disciplinary actions.
- V. If a parent appeals any out-of-school suspension or expulsion pursuant to Policy No. 5.17, the student shall be assigned to in-school suspension or an alternative learning environment; pending appeal, a student shall not be allowed to attend extracurricular activities.
- VI. The improper student behavior shall be categorized as follows:

##### *A. Category I*

- 1. Disruption and interference with school, including clowning around, mock-fighting, mimicking, name calling, etc.
- 2. Gambling on school property or at a school activity.
- 3. Distribution of petitions or other printed matter not approved in advance by the principal. (See Policy No. 5.17, section 13 for further criteria.)
- 4. Violations of established classroom or school rules or regulations.
- 5. Littering on school campus or in the building, including the parking lot.

- 6. Possession and/or use of a paging device, cell phone or other electronic communication device on school property or at a school activity during normal school hours.

##### *B. Category II*

- 1. Disregard of reasonable directions or commands given by authorized school personnel, such as not giving their name when asked.
- 2. Damage, destruction, or theft of private or public property valued at less than \$100.
- 3. Attire, which disrupts the educational process or otherwise interferes with the rights or opportunities of others to learn or teach (Act 835).
- 4. Violation of statutory or constitutional regulations.
- 5. Reckless or unsafe operation of an automobile, truck, motorcycle, or other vehicle on school property or traveling to or from school.
- 6. Use, possession, or distribution of tobacco products or smoking paraphernalia (including, but not limited to, lighters, matches, rolling papers, cigarette holders, and pipes) during the school day, whether on or off school property, or during a school-sponsored activity at any time of day, whether on or off school property.
- 7. Possession of hand-held laser pointers.
- 8. Possession, distribution, or posting of magazines, books, electronic data, or printed material not appropriate for school.
- 9. Truancy, defined as unexcused absences, including but not limited to, the following:
  - a. *Being on campus and not being in the assigned class*
  - b. *Leaving school without following the sign-out procedure or returning to school without following the check-in procedure*
  - c. *Leaving class with permission but not reporting to the assigned destination*
  - d. *Skipping an assigned class period including study hall or office aide*
- 10. Academic dishonesty and plagiarism

##### *C. Category III*

- 1. Possession or use of narcotics, drugs, anabolic steroids, alcohol, analogues, or other controlled substances as defined by statute. (See Policy No. 5.17, section 6 for further criteria and exceptions.)
- 2. Assault, bullying, fighting, physical abuse, extortion, persistent or severe harassment, and/or verbal abuse of another student.
- 3. Verbal abuse, extortion, or harassment of a school employee, whether on or off school premises.
- 4. Possession of a knife/replica of a knife or any instrument or article that might be/or appear to be injurious to a person or property.
- 5. Possession and/or use of fireworks, stink bombs, or any incendiary device.
- 6. Falsely reporting a fire or setting off a fire alarm.
- 7. Damage, destruction, or theft of private or public property valued at more than \$100 but less than \$1000.
- 8. Indecent exposure/act.
- 9. Unauthorized use of/or attempt to gain or assist in unauthorized access to software/programs/data used by the School District.
- 10. Chronic persistent misbehavior.
- 11. Gang related activity.( see Policy 5.26)

D. *Category IV*

1. Assault or physical abuse of a school employee, whether on or off school premises.
2. Purchasing of, offering for sale, sale, or distribution of narcotics, drugs, anabolic steroids, alcohol, substances portrayed as drugs, or other controlled substances as defined by statute.
3. Possession and/or use of a knife/replica of a knife or any instrument or article that might be/or appear to be injurious to a person or property in an attempt to threaten or cause harm to another person.
4. Possession of any firearm/replica of a firearm or other weapon prohibited on the school campus by law.
5. Arson, bomb threat, or terroristic threat
6. Damage, destruction, or theft of private or public property valued at more than \$1000.
7. Breaking and entering of any school building or facility.
8. Computer trespass – Any person who intentionally and without authorization alters, deletes, damages, destroys, or disrupts any computer, computer system, computer network, computer program, or data. (§ 5-41-104. Computer trespass)

VII. The appropriate disciplinary actions for each listed category of improper activity follow:

A. *Category I*: Principal's discretion;

B. *Category II*: Principal's discretion; except for items 6 & 7 which for all secondary schools will be as follows.

*1st infraction—1 to 3 days of ISS*

*2nd infraction—3 to 5 days of ISS*

*3rd infraction— 5 to 10 days of ISS*

*4th infraction—Up to 10 days Out of School Suspension*

C. *Category III*

1. 1st infraction:

- a) *Parent/guardian conference, and*
- b) *Up to 10 days suspension; with the possibility of*
- c) *referral to pre-expulsion hearing committee with the possibility of expulsion for up to one calendar year.*
- d) *10 days out of school suspension for possession or use of narcotics, drugs, anabolic steroids, alcohol, or other controlled substances as defined by statute.*

2. 2nd (and any subsequent) infraction—

- a) *Parent/guardian conference, and*
- b) *10 days out of school suspension, with the possibility of*
- c) *referral to pre-expulsion hearing committee with the possibility of expulsion for up to one calendar year;*

D. *Category IV*:

1st (and any subsequent) infraction

- a) *Parent/guardian conference, and*
- b) *10 days out of school suspension, with the possibility of*
- c) *referral to pre-expulsion hearing committee with the possibility of expulsion for up to one calendar year.*

VIII. Whenever damage to property or person is involved, a teacher or administrator may add an order to repair, replace, or otherwise compensate for the damage to the disciplinary action prescribed above.

IX. Many of the listed infractions also have civil and criminal legal consequences for the student and the parent—for example, verbal abuse of a school employee is a violation incurring a fine from \$100 to \$1500.

X. Saturday School – Students are assigned Saturday School by administrators for violation of school rules and for failing to serve other disciplinary assignments.

XI. In-School Suspension (ISS) – Students are assigned ISS by administrators for violation of school rules and for failing to serve other disciplinary assignments. Students assigned to ISS are not permitted to attend or participate in any school activities during their suspension. Students are expected to keep up with all class assignments, tests, or work scheduled for those days spent in ISS.

XII. Out-of-School Suspension (OSS)—Students are assigned OSS by administrators for serious violations of school rules and for failing to serve other disciplinary assignments. Students assigned to OSS are not permitted to attend or participate in any school activities or be on any school campus during their suspension. Students will be allowed to make up any assignments, tests, or work scheduled for the first 10 days they are suspended out of school in a school year, regardless of the number of suspensions. For all subsequent Out of School Suspensions, the student will not be allowed to make up any assignments, tests, or work scheduled for those days suspended. Students who are suspended must along with a parent/guardian attend a conference with an administrator before being readmitted to classes.

XIII. Bus Suspension – Students are suspended from the privilege of riding any school bus for a minimum of one day, not to exceed one calendar year for violations of Policy 5.19.

Adopted: 7-20-79	Revised: 6-26-97	Revised: 6-26-08
Revised: 2-26-80	Revised: 6-27-02	Revised: 6-24-10
Revised: 9-25-84	Re-codified: 8-28-03	Revised: 6-23-11
Revised: 4-22-86	Re-codified: 6-24-04	
Revised: 9-25-90	Revised: 5-26-05	
Revised: 7-27-93	Revised: 6-22-06	
Revised: 12-19-95	Revised: 6-28-07	

## **5.19—CONDUCT TO AND FROM SCHOOL**

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

The preceding paragraph also applies to student conduct while on school buses. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's transportation privileges. Transporting students to and from school who have lost their transportation privileges shall become the responsibility of the student's parent or legal guardian.

Legal Reference: A.C.A. § 6-19-119 (b)

Date Adopted: 8-28-03

## **SCHOOL BUS PASSENGER SAFETY AND CONDUCT**

Please review these rules for conduct with your child and be sure he/she understands them. Buses are full, and the drivers have little time to watch children. They were hired to drive. The school bus is an extension of the school. It is a valuable and expensive item of equipment and proper attitudes must be developed

for its use and care.

Parents should impress on students the correct procedure in establishing a safe route to the bus stop. Develop proper attitudes and understanding of the right-of-way of motorists. Point out how unsafe acts can lead to accidents.

Bus service is a privilege, not a right, which may be revoked. Students who are eligible to ride may ride as long as they control themselves and abide by the rules.

Passengers on school buses must conduct themselves so that their actions do not place in jeopardy the safety and well-being of themselves or any other individual. Video cameras are used on the bus to assist in monitoring student behaviors.

In the event that misconduct occurs, authorized personnel shall implement procedures as outlined by the superintendent. If misconduct is of serious enough nature to warrant withdrawing the privilege of riding the bus from the individual, Student Discipline Policy 5.17 shall be applied. The following "Rules for Bus Passenger's Conduct" shall be used in informing students of acceptable behavior.

#### RULES FOR BUS PASSENGER'S CONDUCT

- Students must ride their assigned bus and are responsible for their possessions.
  - Be on time; arrive at the bus stop at least 5 minutes early.
  - Do not stand or play in road while waiting for the bus. Stand back about 10 feet from the roadway while waiting for the bus.
  - If students must cross the roadway to board the bus, look in both directions for traffic, wait until the bus driver signals before crossing the road. Students should walk in front of the bus in single file, do not run. Enter the bus without crowding or disturbing others.
  - The first duty of the passengers is to obey the driver's directions promptly. The driver has the same responsibility and authority as a teacher in controlling discipline. There must be an attitude of respect and cooperation on the part of each student toward the bus driver. Conversation with the driver while the bus is in motion should be kept to a minimum.
  - Do not extend head or arms out of windows. Keep your head, arms, and hands inside the bus at all times. Never open the windows without the driver's permission.
  - Be courteous to the driver and to fellow pupils, keeping hands off other people at all times.
  - See that your conversation is clean and never loud or boisterous. Talk in normal tones. Use of profane language on a school bus is forbidden by law. Obscene gestures are prohibited.
  - Do not consume any food or beverage on the bus.
  - Do not call out to passers-by.
  - Help keep the bus clean, sanitary, and orderly. Keep the aisle of the bus clear. Keep books, musical instruments, and all other objects on lap or under the seat, not in the aisle.
  - Large items such as tubas, science projects, skateboards, etc. cannot be transported on the bus.
  - Animals and insects are not to be transported on the bus.
- Do not possess or use any form of tobacco on the bus.
  - Do not damage or abuse bus equipment. Keep your feet off the seats.
  - Do not loiter in or around a bus while on school grounds.
  - Do not leave bus without the driver's consent, except on arrival at home and at school. Make sure that the road is clear and get the driver's signal when you must cross the road, to and from the bus.
  - Keep seated until the bus comes to a complete stop. Enter and leave bus by front door ONLY, except in emergency. Stay in your seat at all times, except when entering and exiting the bus.

#### GUIDELINES FOR BUS DISCIPLINE

*(In accordance with Policy 5.17)*

The improper student behavior shall be categorized as follows:

- A. *Category I*
  1. Attire, which would be inappropriate in the school.
  2. Gambling on a school bus.
  3. Distribution of petitions or other printed matter not approved in advance by the principal. (See Policy No. 5.17, section 13, page 2 for further criteria.)
  4. Violations of established bus rules or regulations.
  5. Littering when on a school bus, including the parking lot.
- B. *Category II*
  1. Damage, destruction, or theft of private or public property valued at less than \$100.
  2. Disregard of reasonable directions or commands given by authorized school personnel, such as the bus driver.
  3. Violation of statutory or constitutional regulations.
  4. Possession, or distribution of tobacco products or smoking paraphernalia (including, but not limited to, lighters, matches, rolling papers, cigarette holders, and pipes) during the school day, whether on or off school property, or during a school-sponsored activity at any time of day, whether on or off school property.
  5. Possession of hand-held laser pointers.
  6. Disruption and interference with the operation of the bus, including horseplay, mimicking, name calling, etc.
  7. Possession of any type of pornographic material.
- C. *Category III*
  1. Possession or use of narcotics, drugs, anabolic steroids, alcohol, or other controlled substances as defined by statute. (See Policy No. 5.17, section 6, page 2 for further criteria and exceptions.)
  2. Assault, bullying, fighting, physical abuse, extortion, persistent or severe harassment, and/or verbal abuse of another student.
  3. Verbal abuse, extortion, or harassment of a school employee, whether on or off school premises.
  4. Possession of a knife/replica of a knife or any instrument or article

that might be injurious to a person or property.

5. Possession and/or use of fireworks, stink bombs, or any incendiary device.
6. Falsely reporting a fire or setting off a fire alarm.
7. Damage, destruction, or theft of private or public property valued at more than \$100 but less than \$1000.
8. Use of tobacco, lighters, or matches on a school bus.
9. Indecent exposure/act on a school bus.
10. Distribution of any type of pornographic material.

**D. Category IV**

1. Assault or physical abuse of a school employee, whether on or off school premises.
2. Purchasing of, offering for sale, sale, or distribution of narcotics, drugs, anabolic steroids, alcohol, substances portrayed as drugs, or other controlled substances as defined by statute.
3. Possession and/or use of a knife/replica of a knife or any instrument or article that might be injurious to a person or property in an attempt to threaten or cause harm to another person.
4. Possession of any firearm/replica of a firearm or other weapon prohibited on the school campus by law.
5. Arson, bomb threat, or terroristic threat
6. Damage, destruction, or theft of private or public property valued at more than \$1000.

The appropriate disciplinary actions for each listed category of improper activity follow:

**A. Category I: Principal or designee's discretion;**

- 1st infraction--warning and parent contact
- 2nd infraction--parent contact
- 3rd infraction-- suspension from bus, min.-1 day, max.-3 days
- 4th (and any subsequent) infraction--suspension from bus indefinitely

**B. Category II: Principal or designee's discretion;**

- 1st infraction--min. 3 day suspension from bus
- 2nd infraction--min. 10 day suspension from bus
- 3rd (and any subsequent) infraction--suspension from bus indefinitely

**C. Category III**

- 1st infraction--
  - a) Parent/guardian conference, and
  - b) suspension from bus, min.-10 days, max.-indefinitely, and
  - c) referral to Principal for further disciplinary action
- 2nd infraction--
  - a) Parent/guardian conference, and
  - b) suspension from bus for the remainder of the year, and

- c) referral to Principal for further disciplinary action

**D. Category IV**

- 1st (and any subsequent) infraction
  - a) Parent/guardian conference, and
  - b) suspension from bus not to exceed one calendar year, and
  - c) referral to Principal for further disciplinary action

Revised: 6/22/06

## **5.22—TOBACCO AND TOBACCO PRODUCTS**

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any property owned or leased by a District school, including school buses, is prohibited. Tobacco promotional items, including clothing, bags, lighters, and other personal articles, are not permitted on school grounds, in school vehicles, or at school-sponsored events. Tobacco advertising is prohibited in all school-sponsored publications and at all school sponsored events. All students will receive instruction on avoiding tobacco use. Tobacco use prevention education shall be integrated within the health education program and be taught pre-K through 12th grade. The educational program shall be based on theories and methods that have been proven effective by published research and consistent with the state's district's/school's health education standards and framework. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

Legal Reference: A.C.A. § 6-21-609

Date Adopted: 10-28-04

Revised: 6-24-10

## **5.23—DRUGS AND ALCOHOL**

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

Therefore, no student in the Fayetteville School District shall possess, attempt to possess, consume, use, distribute, sell, attempt to sell, 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; is en 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 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.

Selling, distributing, or attempting to sell or distribute, or using over-the-counter or prescription drugs not in accordance with the recommended dosage is prohibited.

Date Adopted: 10-28-04

## **5.24—STUDENT ATHLETE DRUG TESTING POLICY**

### **STATEMENT OF PURPOSE:**

Because of the ever-increasing incidence of drug use and addiction among the youth of our society, the Fayetteville Board of Education has determined that it has a compelling interest in the protection and safety of its students who are involved in athletics. The Board of Education recognizes that adolescence is a time when the physical, psychological, and addictive effects of drugs are most severe and their use can lead to immediate physical harm or injury of a student or others engaged in athletic activities. The Board further acknowledges that interscholastic athletics play an important part in the lives of many students and are significant events in creating the culture and climate of the District. The positive lessons learned in athletics are beneficial to students, not only during their school years, but also long after they leave school. Athletics provide students with special opportunities to develop skills and attitudes and to be recognized for their accomplishments. Participants in athletics are considered to be role models by their peers and younger students in the community.

Because interscholastic athletics are elective opportunities, and because of the potential risk of physical harm to students engaged in drug use, and because those who choose to become involved in athletics are visible representatives of the District as well as role models, the Fayetteville Board of Education adopts this resolution as a statement of purpose concerning the drug testing of student athletes and as a statement in support of such testing.

Further, the Fayetteville Board of Education intends to evaluate the effectiveness of this policy and will consider expanding the drug testing program to other extracurricular activities should a need be demonstrated.

Approved: 7/23/98

Re-codified 8-28-03

Revised: 5-29-08

## **AR 5.24-STUDENT ATHLETE DRUG TESTING PROCEDURES**

### **ADMINISTRATIVE REGULATION:**

Fayetteville School District (“District”) is conducting a mandatory drug testing program for student athletes. Its purposes are threefold: (1) to provide for the health, safety, and welfare of all student athletes; (2) to undermine the effects of peer pressure by providing a legitimate reason for student athletes to refuse to use illegal drugs; and (3) to encourage student athletes who use drugs to participate in drug treatment programs.

### **DEFINITIONS:**

*Drugs and Alcohol:* Prohibited substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants 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.

*Student Athlete:* Any student participating in interscholastic athletic programs sponsored by the District and requiring registration with the Arkansas Activities Association.

*Sport Season:* Fall, winter, and spring seasons begin on the first day of practice allowed by the Arkansas Activities Association and end the day prior to the beginning date of practice of the next season.

### **PROCEDURES FOR STUDENT ATHLETES:**

*Consent:* Each student wishing to participate in any interscholastic athletic program and the student’s custodial parent(s) or guardian(s) shall consent in writing to drug testing pursuant to the District’s drug testing program. Written consent shall be in the form attached to this policy as Exhibit “A”. No student shall be allowed to participate in any interscholastic athletic program absent such consent.

*Student Selection:* At the option of the District, all student athletes may be drug tested at the beginning of any athletic season. In addition, random testing may be conducted during the school year. Selection for random testing will be by the use of a random number generating computer program. Each secondary school shall be denominated as a test group for all purposes herein. The District shall take all reasonable steps to assure the integrity, confidentiality and random nature of the selection process including, but not limited to, assuring that the names of all participating student athletes are in the appropriate test group, assuring that the person matching names to computer generated numbers has no way of knowingly choosing or failing to choose particular students for testing, assuring that the identity of students selected for testing is not known to those involved in the selection process and assuring direct observation of the selection process by at least two persons.

### **SAMPLE SELECTION:**

Samples will be collected at a mutually convenient time on the same day the student is selected for testing. If a student is selected and summoned to the testing area but fails to appear, or attempts to falsify a sample in any way, they will be treated the same as if they tested positive. If a student is unable to produce a sample at any particular time, the student will be required to remain in the testing area until the provided. All students providing samples will be given the option of doing so alone in an individual stall sample is with the door closed. If a sample is deemed “dilute”, a follow-up test will be performed.

### **PRESCRIPTION MEDICATION:**

Students who are taking prescription medication which causes a positive test will have the opportunity to provide documentation from their medical doctor or pharmacist to a designated medical review officer within five (5) business days of notification of a positive result. Such information provided by the student will not be disclosed to any school official. Students who refuse to provide verification and test positive will be subject to the actions specified below for “positive tests.”

### **SCOPE OF TESTS:**

The testing lab will be instructed to test for one or more illegal drugs. The District shall decide which illegal drugs shall be screened, but in no event shall that determination be made after selection of students for testing. Student athlete samples will not be screened for the presence of any substances other than an illegal drug or for the existence of any physical condition other than drug intoxication.

LIMITED ACCESS TO RESULTS:

The testing lab will be authorized to report results only to the Superintendent or to such person(s) as the Superintendent may designate in the event the Superintendent is absent.

PROCEDURES IN THE EVENT OF A POSITIVE RESULT:

Whenever a student athlete’s test result indicates the presence of illegal drugs (“positive test”), the following will occur:

1. If a split specimen collection is done, (That is, the urine is divided into two specimen bottles.) and the test result of the primary specimen is positive, you may request the Medical Review Officer (MRO) to send the second (or split) specimen to a different certified lab for testing. The testing of the split specimen will be for the presence of drugs with no-cutoff levels. If you want the split specimen tested, you must advise the MRO within 72 hours of being notified of the positive test result of the primary specimen. The charge for the split specimen will be at the student's expense.
2. If a point of collection test is used, A split sample of the original sample provided by the student will be forwarded to a Substance Abuse Mental Health Services Association laboratory other than the initial sample testing agent and the results of the split sample test will be forwarded to a designated Medical Review Officer (MRO) for confirmation.
3. If the split sample tests negative, the student will be notified and no further action will be taken. If the split sample tests positive, a custodial parent or legal guardian will be notified and a meeting will be scheduled with the Superintendent or his/her designee, the student, the custodial parent or legal guardian, and the student’s building principal if the principal is available.

FIRST POSITIVE RESULT:

The student athlete will be suspended from participation in interscholastic athletics for a period of twenty (20) school days, will be required to successfully complete a re-entry drug test, and will be subject to random drug testing for the remainder of the academic year. In addition, the student athlete will be given the option of participation in a drug assistance program or suspension from participation in interscholastic athletics for one (1) calendar year. This section shall apply to student athletes who refuse to participate in the required random drug testing program.

SECOND POSITIVE RESULT:

For the second positive result in any two consecutive calendar years, the student athlete will be suspended from participating in interscholastic athletics for one (1) calendar year. The student athlete may be readmitted to participation in interscholastic athletics upon successful completion of a drug assistance program and a re-entry drug test.

THIRD POSITIVE RESULT:

For the third positive result in any two consecutive calendar years, the student athlete will be suspended from participating in interscholastic athletics for one (1) calendar year. The student athlete may be readmitted to participation in

interscholastic athletics upon successful completion of a drug assistance program and a re-entry drug test.

NON-PUNITIVE NATURE OF POLICY:

No student athlete shall be penalized academically for testing positive for illegal drugs. The results of drug tests pursuant to this policy will not be documented in any student’s academic records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent legal compulsion by valid and binding subpoena or other legal process, which the District shall not solicit. In the event of service of any such subpoena or legal process, the student’s custodial parent or legal guardian will be notified at least 24 hours before response is made by the District.

**EXHIBIT “A”  
STUDENT ATHLETE DRUG TESTING POLICY  
GENERAL AUTHORIZATION FORM**

I understand that my performance as a participant and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the standards, rules, and regulations set forth by Fayetteville School District and the sponsors for the activity in which I participate.

I also authorize Fayetteville School District to conduct a test(s) on a urine specimen(s) which I provide to test for drug use. I understand that I may be randomly tested throughout the school year. I also authorize the release of information concerning the results of such a test(s) to the Superintendent or his/her designees and to the parent and/or guardian of the student.

This shall be deemed a consent pursuant to the Family Education Right to Privacy Act for the release of above information to the parties named above.

_____	_____
Student Signature	Date
_____	_____
Parent or Guardian Signature	Date

**5.26—GANGS AND GANG ACTIVITY**

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

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

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

from any gang.

#### 5. Gang Graffiti.

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.

Date Adopted: 8-28-03

Date Revised: 6-26-08

Revised: 6-24-10

### 5.27—SEXUAL HARASSMENT

The school district recognizes that harassment on the basis of sex is a violation of law, school district policy, and common courtesy. The district is committed to providing a work and learning environment free from sexual harassment, and will not tolerate such conduct on the part of employees, students, non-employees, vendors, Board of Education, or any others having business or other contact with the school district. Sexual harassment when perpetrated on any employee or student by any employee or student will be treated as sexual harassment under this policy.

The Board of Education expects every charge of sexual harassment to be thoroughly investigated.

I. *Definitions:* Sexual harassment of employees consists of unwelcome sexual advances, requests, or demands for sexual favors, and other verbal or physical conduct of a sexual nature when

- Submission to such conduct is explicitly or implicitly made a term or condition of an individual's employment,
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual, or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.
- Sexual harassment of students consists of unwelcome sexual advances, requests or demands for sexual favors, and other verbal or physical conduct of a sexual nature when
- Submission to such conduct is explicitly or implicitly made a term or condition of a student's academic status or advancement,
- Submission to or rejection of such conduct is used as a basis for academic decisions affecting the student, or
- Such conduct has the purpose or effect of interfering with a student's academic performance or of creating an intimidating, hostile, or offensive learning environment.

II. *Forms of Sexual Harassment:* Forms of sexual harassment shall include, but are not limited to, the following:

- Verbal harassment, including derogatory comments, jokes, requests, or other sexually oriented language.
- Uninvited letters, telephone calls, or materials of a sexual nature.

- Physical harassment, including unnecessary or offensive touching, repeatedly brushing against another person's body, or impeding or blocking movement.
- Visual harassment, including offensive posters, cards, cartoons, graffiti, drawings, or gestures.
- Attempted or actual rape or sexual assault.

#### III. Confidentiality

The district will respect the confidentiality of the complainant and the individual(s) against whom the complaint has been filed consistent with the district's legal obligations, this policy, the necessity to investigate allegations of harassment, and disciplinary actions when necessary. All complaints against an employee and all written information generated as a result of the complaint shall be considered personnel records and shall be maintained in the employee's personnel file. The public disclosure of this information would constitute a clearly unwarranted invasion of personal privacy.

#### IV. Retaliation

The district will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists, or participates in an investigation, proceeding or hearing relating to a sexual harassment complainant. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

#### V. Complaint Procedure

All employees who believe they have been subjected to sexual harassment should follow the Reporting Procedure set forth below.

All students who believe they have been, or the parent(s) of any student who believes a child has been, subjected to sexual harassment are encouraged to follow the Reporting Procedure set forth below.

Any person who believes sexual harassment is occurring is encouraged to immediately inform the person engaging in the behavior that it is offensive and must stop.

#### VI. Reporting Procedure

Any person who believes he or she has been the victim of sexual harassment by an employee or a student, or any third person with knowledge or belief of conduct which may constitute sexual harassment, should immediately reporting the offensive conduct or communication to the harassing person's immediate supervisor or school principal. All initial complaints will be investigated and resolved at the lowest possible administrative level.

If the complaint involves the school principal or immediate supervisor, the complaint shall be filed with the Equity Compliance Coordinator.

It is recommended, but not required, that all complaints under this policy be made in writing on report forms provided by the school district in which:

- The offensive conduct or communication is described in as much detail as possible;
- Dates on which such conduct or communication was made are set forth;
- The name of the person accused or engaging in the harassing behavior.

ior is stated; and

- The name of the complainant, and if the report is made by a parent, the name of the parent(s) is stated.

The school principal or immediate supervisor will:

- If a verbal complaint is made, reduce the complaint to writing and make a written record of related information.
- Immediately notify the person accused of engaging in the harassing behavior that a complaint has been made and provide a copy of the complaint to them;
- Investigate the complaint or designate a person qualified to conduct the investigation. If the person making the complaint prefers that the report be made to a person of the same gender, the immediate supervisor or school principal will make the accommodations necessary.
- Reply to both parties in writing within seven (7) working days of the complaint, stating the status or resolution of the complaint.

Results of the initial complaint and investigation shall be forwarded to the Equity Compliance Coordinator.

If the resolution of the initial complaint and subsequent action by either party does not remedy the environment, the initial investigator shall report the behavior and/or additional behavior to the Equity Compliance Coordinator.

Submission of a complaint or report of sexual harassment will not affect the individual's future employment, grade, or work assignments.

#### *VII. Investigative Procedure*

The initial investigation and the complaint shall be handled as a personnel matter or student disciplinary matter in order to provide as much protection and privacy to the complainant and the accused as is permissible under state and federal law.

- Upon receipt of a complaint under this policy, the Equity Compliance Coordinator will investigate or designate an administrator to conduct the investigation.
- The Equity Compliance Coordinator will give written notice to all necessary parties involved that the complaint is being investigated.
- Within ten (10) days of receipt of a complaint, the Equity Compliance Coordinator will make a written report to all necessary parties of the investigator's findings and recommendations.
- Action, if warranted, against any employee or student will be in compliance with all policies and laws. The Equity Compliance Coordinator will make extra-ordinary efforts to protect the rights, privileges, and reputations of all employees and students concerned.

#### *VIII. Violations and Discipline*

Violations of this policy by employees could lead to such disciplinary action as the district deems necessary and appropriate, including, but not limited to, warnings, reprimands, demotions, reassignments, transfers, probation, suspension, termination, and non-renewal.

Any discipline of an employee except suspension, termination, or non-renewal of the contract including, but not limited to, warnings, reprimands, reas-

signments, transfers, and probation shall be subject to appeal procedures under Policy No. 4102 (Grievance Policy) provided that decisions made concerning an open or closed hearing before the school board shall be made in accordance with Arkansas Code Annotated 6-17-208, as amended.

Violations of this policy by students could lead to such disciplinary action as the district deems necessary and appropriate, including, but not limited to, warnings, reprimands, deprivation of privileges, probation, suspension, alternative school placement, and expulsion.

Adopted: 8-26-93  
Re-codified 8-28-03

### **5.29—COMPUTER/NETWORK USE POLICY**

The Fayetteville Board of Education recognizes the need to effectively use digital technology to further enhance the educational goals of the school district. Security of the various information networks and computer systems must be in place in order to ensure availability and reliability of the computer and network resources. All computing resources (to include desktops, laptops, and handhelds of all varieties) should be used in a responsible, effective, ethical, and lawful manner. Users are expected to learn and follow normal standards of polite conduct and responsible behavior in their use of computer resources.

The District shall provide Education to minors about appropriate online behavior, including: interacting with others on social networking sites and in chat rooms, and cyber bullying awareness and response. The Board further expects all faculty, students, and staff to use the district's computers and networks for the intended purposes of education, research, and administration. Incidental personal use of school computers is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations, or other system users. "Incidental personal use" is defined as use by an individual employee for occasional personal communication.

All users of district equipment must sign the district computer and network use agreement stating they understand this policy and the guidelines contained in the administrative rules and procedures regarding computer use. Network accounts will not be assigned to a user until the use agreement is signed. If there is any doubt about whether a contemplated activity is in accordance with the purpose for which the account was provided, students should consult with parents and teachers and employees should check with immediate supervisors.

Violations of some guidelines set forth in the rules and procedures may constitute a criminal offense. Systems staff and district administrators will cooperate fully with law enforcement agencies in investigating any violations.

The district cannot be held liable for any losses, including lost revenues, or for any claims or demands against system users by another party. The district cannot be held responsible for any damages due to the loss of output, loss of data, time delay, system performance, software performance, incorrect advice, or any other damages arising from the use of the district's computer facilities or equipment. Faculty, staff, students and/or their parent or guardian will be held liable for any of the above that he/she causes.

It is the responsibility of each user on the network to recognize his/her accountability in having access to vast services, sites, systems and people, and to act according to acceptable behavior standards when using the network. It is necessary that users observe the Acceptable Use Policy of other networks as well as this policy.

System users must not obtain, attempt to obtain, or disseminate any electronic communication or information not intended for them, or directly related to the responsibilities they are assigned.

Use of the district's computers and access to the network is a privilege that will be revoked for violation of any of the administrative rules and procedures listed below. Users are subject to appropriate disciplinary measures, up to and including non-renewal, termination and expulsion should these guidelines be violated.

All computers remain under the control, custody, and supervision of the district through management and oversight by the district Technology Department. Under normal circumstances, the district will not monitor or inspect email or web transaction logs as standard operating procedure. However, if there are legal or disciplinary issues that require the district to monitor, inspect, copy, or review files maintained on district computers or networks, the district reserves the right to do so. All such information shall be and remain the property of the district and no user shall have any expectation of privacy regarding such materials. Email is subject to Freedom of Information (FOI) requests.

## RULES AND REGULATIONS FOR USE OF COMPUTER/NETWORK RESOURCES

### I. INTERNET SAFETY

#### A. *General Warning: Individual Responsibility of Parents and Users.*

All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for children and minors. Even though filters are in place (see E, below, "Active Restriction Measures"), they are an imperfect means of blocking access to inappropriate material. If a user unintentionally visits an offensive or harmful site, he or she should bring this to the attention of the supervising teacher who should then report it to the district system administrator. Every user must take responsibility for his or her use of the computer network and Internet and stay away from inappropriate sites. Parents of minors are the best guide for materials to shun. If a user finds that other users are visiting offensive or harmful sites, he or she should bring this to the attention of their teacher or supervisor.

#### B. *Personal Safety for students.*

In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information that might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone you "meet" on the computer network or Internet without your parent's permission (if you are under 18).

#### C. *Confidentiality of Student Information and Personal Information.*

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. See the exception regarding "directory data" here:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/mndirectoryinfo.html>

Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers.

#### D. *"Hacking", "Spamming", and Other Illegal Activities*

It is a violation of Policy 4202 to use the districts computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to trespass, copyright, trade

secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

#### E. *Active Restriction Measures*

The School, either by itself or in combination with the State of Arkansas Department of Information Systems (DIS) providing Internet access, will utilize filtering software or other technologies to prevent students from accessing materials/sites that (1) are obscene, (2) contain child pornography, or (3) could be harmful to minors. The School will also monitor the online activities of students, through direct observation, to ensure that students are not accessing such depictions or any other material that is inappropriate for minors. Monitoring through technical means will only be used in special circumstances if it is necessary to track documented violations. Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 and older.

#### F. *Failure to Follow Policy*

Use of the computer network and Internet for education, research, administration, and incidental personal use is a privilege, not a right. A user who violates Policy 4202, shall, at a minimum, have his or her access to the computer network and Internet terminated, which the district may refuse to reinstate for the remainder of the student's enrollment or staff member's employment. A user violates the Policy by his or her own action and should understand that it is a personal responsibility to report any violations by others that come to their attention. Further, a user violates the Policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The district may also take other disciplinary action in such circumstances.

### II. BEHAVIOR STANDARDS

#### A. *Users are expected to behave in a moral, legal, and ethical fashion that supports district education goals.*

#### B. *Abusive conduct when using the computer or network is prohibited. Abusive conduct can be, but is not limited to:*

1. Placing of unlawful information on the system
2. Using abusive, obscene, threatening or objectionable language.
3. Sending messages that are likely to result in the loss of recipient's work or systems.
4. Sending of "chain letters," or "broadcast" messages to lists or individuals.
5. Use of the system to intimidate or create an atmosphere of harassment.

#### C. *Interference with or disruption of the network users, services, or equipment is prohibited. Disruptions could include, but are not limited to:*

1. Distribution of unsolicited advertising.
2. Propagation of computer worms or viruses.
3. Unauthorized entry to any other machine accessible via the network.
4. Attempting to degrade or degrading system performance.

#### D. *Transmission of any material in violation of any U.S. or state laws or reg-*

ulations is prohibited and may constitute a criminal offense.

- E. Accessing another individual's electronic mail is prohibited except when an investigation requires the monitoring of systems by authorized technology staff.
- F. Attempts to gain unauthorized access to systems is prohibited.
- G. The use of another individual's access codes/passwords is prohibited.
- H. Copying of another individual's work or copyrighted material is prohibited.
- I. Use of the computer system or network for commercial or promotional purposes is prohibited, except as provided by the district Message Board.

### III. THE COMPUTER NETWORK

The district network and any access to the larger information networks exists for the primary purpose of transmitting and sharing information between academic and research organizations.

- A. All computers from which electronic information resources can be accessed by students will be in supervised areas. District staff shall monitor student computer use, providing assistance or taking corrective action when necessary.
- B. Designated district staff shall assist in providing:
  - Training for students and other staff in the appropriate and safe use of remote electronic information resources.
  - Instructions to students and staff on the responsible use of on-line resources.
  - Direction to on-line resources that relate to curriculum, teaching and learning, and related communications priority activities and applications.
- C. Network use must be consistent with the goals and standards of the district, school, and specific curriculum.
- D. Networked computers may be used as a laboratory for research and experimentation in computer communications and curriculum development where such use does not interfere with normal operations.
- E. Faculty, students, staff and associates are individually responsible for the proper use of their accounts, including proper password protection and appropriate use of network resources. Users are expected to protect their accounts from being used by anyone else.
- F. An account assigned to an individual shall be used by that individual only. Teachers will not provide network access to a student through a teacher account.
- G. To ensure security and prevent unauthorized access to account privileges, users must log off the network any time they cannot monitor the use of their machine.

### IV. USE OF COMPUTER HARDWARE

- A. Only individuals authorized by the district Technology Department will install, service, and/or maintain district-owned computer hardware.
- B. No hardware, including cables or peripherals, may be moved without authorization from district Technology Staff.

- C. It is the responsibility of the faculty member to whom the computer is assigned to shut down their computer system at the end of each day. It is the responsibility of the faculty, students, staff, and associates to make reasonable efforts to keep the computer clean and away from smoke, dust, magnets, food, liquid, and any other foreign material known to be harmful to the hardware or functionality of the system.
- D. It is the responsibility of the faculty member to whom the computer is assigned to report malfunctions of the hardware to the site technology specialist using appropriate reporting method.
- E) The district is not responsible for the loss of any data on the local drives. Data on the local drives is not secure and your local drives may be reformatted at any time. In order to secure data, all data must be saved to a location on the network i.e. home directory or shared directories.

### V. USE OF COMPUTER SOFTWARE

- A. Only software that is legally owned or authorized by the district may be installed on district computer hardware.
- B. The unlawful copying of any copyrighted software and/or its use on district hardware is prohibited.
- C. Modification or erasure of software without authorization is prohibited.
- D. The introduction of any viral agent is prohibited. All media should be checked for a virus each time it is put into the computer system.
- E. The technology staff has the right to remove any software from district owned equipment where the user cannot provide original copies of the software and/or appropriate license for the software.
- F) The technology staff has the right to remove any software from district owned equipment that degrades the performance of the equipment, the operating system or the network.
- G) All software purchased with district funds must be maintained under district accounts and made available to district technology staff for the purpose of installation and recovery if necessary.

### VI. PROPER RESPECT FOR COPYRIGHT

In an effort to encourage the proper respect for copyright on the Internet, the following guide for staff and student users is provided:

- If the user did not create a non-public domain written work, piece of art, photograph or music, or obtain rights to it, THE USER DOES NOT OWN IT.
- If the user does not own the non-public domain material, the user may not copy it or distribute it to others.
- The author or owner of a document or other type of information must explicitly relinquish rights in order to place a work in the "Public Domain" and thereby make copying/distribution with specific authorization possible.
- Fair use allows the user to copy small portions of a work the user does not own without permission, but only for criticism, education, news reporting, and the like.
- When in doubt, the user should ask the creator or owner of material for permission to use the work.
- Content that is licensed for use by the copyright holder may be used only as long as the license for use remains in effect. Once any licenses to use content expire or are revoked, that content may no longer be legally used for any purposes that are not considered Fair Use or otherwise ex-

empted from copyright restrictions.

Copyright may be claimed by the author for original work.

## VII. WEB PUBLISHING ON DISTRICT WEB SERVER(S)

District, school, and classroom webpages are public documents giving the outside world access to district, school, and classroom information. All district webpages should support the educational aims of The Fayetteville Public Schools. Subsequent in this document, "District web pages" refers not only to district-level, but also school and classroom-level web pages.

### A. Purpose of District Web Pages

- ✓ Introducing outside visitors to the school and its programs.
- ✓ Sharing the school's successes with the world.
- ✓ Sharing pertinent up-to-date school information with district patrons.
- ✓ Linking internal users to sound internal and external sources of information.
- ✓ Facilitating the learning process

### B. School Webmasters

All district school websites must have a school webmaster approved by the principal. The school webmaster will assist the principal of the school in reviewing staff web pages and ensuring that district webpage policies and guidelines are followed.

### C. Content and Communication

The content of school web pages must be consistent with the educational aims of Fayetteville Public School District as contained in the District Mission and Goals. (<http://www.fayar.net/administration/mission.html>).

The school and classroom webpages shall be hosted on a district web server. Web page developers will keep pages up-to-date (e.g. revised every two weeks) and follow district policies and guidelines. The district webmaster will periodically review school websites and will work with the school webmaster to ensure district web page guidelines are met. Pages and/or content found to be out of compliance may be subject to removal at the discretion of the district webmaster.

District web pages will not contain content that could allow people to contact students directly. In addition, district web pages will not contain content that could compromise building security.

### D. Advertisements / Commercial Use

School web pages may contain acknowledgments of school partnerships or sponsorships. Web pages may provide links to partners' or sponsors' websites. However, commercial use of the FPS district Website is strictly prohibited.

### E. Identification of Students

All district web authors are responsible for following policy (see section I, subsection C of this document) concerning the release of student images and information for publication.

### F. Respecting Copyright

Web Authors will respect copyright law (see section VI of this document).

### G) Accessibility

All webpages will comply with Arkansas Act 1227 of 1999 and Section 508 of the Rehabilitation Act Amendments of 1998. Minimum requirements can be found in the Webmaster Guidelines published on [www.fayar.net](http://www.fayar.net).

## VIII. SOCIAL MEDIA GUIDELINES

Employees and students should be mindful of the information they post. Online behavior should reflect the same standards as those used for face-to-face communications. Deleted information may be stored and retrieved indefinitely. Information marked "private" rarely is, and may be forwarded easily, even by someone you trust. Share ideas in a respectful manner.

### Guidelines for All Users

Respect student and employee privacy rights and laws. Do not comment on students or confidential student matters on social networks

View online content, including social media, as an extension of your physical classroom or building. If it is not appropriate in the classroom or out in the open at school, it is not appropriate online either.

Search your name online and monitor what others are saying and posting about you. Even your friends and family can post and tag (i.e., identify you by name) photos you would never consider making public. If that happens, either ask the person to remove the offending photo or make it clear that you do not support its publication. Be sure to review your privacy settings regularly.

### Guidelines for Employees

Ensure that content reflects and is consistent with the work you do for your district. Once you identify yourself as a school or district employee, you are automatically connected with colleagues nationwide.

Do not use e-mail, text messaging, instant messaging, or social networking sites to discuss non-school-related issues with students. Homework, class activities, athletics, extracurricular activities, parent nights, choral concerts, and other school activities represent appropriate topics of discussion. Keep relationships with students professional at all times.

Do not violate your co-workers' privacy. Professionals have tough conversations face-to-face and in the appropriate settings.

Identify yourself as a school employee, and do not post comments anonymously or try to hide your role. Fact-check information for accuracy before posting or sending it to another person.

Approved: 6/27/02

Revised: 5/23/02

Revised: 6/24/04

Revised: 6/23/05

Revised: 3/13/09

Revised: 6/23/11

Effective Date: 6/23/11

## 5.32—SEARCH, SEIZURE, AND INTERROGATIONS

The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school offi-

cial 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 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.

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, or other person having lawful control by court order, or person acting in loco parentis on student enrollment forms.

Legal Reference: A.C.A. § 6-18-513  
Date Adopted: 8/28/03

### **5.33—STUDENTS' VEHICLES**

Students who have presented a valid driver's license and proof of insurance to the appropriate office personnel, may drive their vehicle to school. Vehicles driven to school shall be parked in the area designated for student parking.

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

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

Date Adopted: 8/28/03

### **5.34—SCHOOL HEALTH POLICY**

The Fayetteville Schools will take appropriate actions to protect the health and safety of all students. The Superintendent of Schools is authorized to estab-

lish such procedures as may be necessary to comply with applicable laws and regulations or to otherwise insure the health and safety of students. Such procedures shall be considered a part of this policy.

Students (or their representatives) who feel that this policy is administered in an arbitrary, capricious, discriminatory, or otherwise unfair manner may appeal through appropriate administrative channels, then to the Board of Education

#### **I. Admission to School**

##### **A. Kindergarten through Grade Twelve:**

Except as otherwise provided in these regulations, no child shall be admitted to a public or private school of this state who has not been immunized against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, mumps, hepatitis B, and varicella (See Table I, pg. 31), as evidenced by a certificate of a licensed physician or a public health department acknowledging the immunization.

Parents may request waivers of these requirements for health, philosophical, or religious reasons. Such waivers must be properly documented and proved by the Arkansas Department of Health.

If the child does not meet the immunization requirements for entering school, the school is requested to refer the child to a medical authority (private doctor or health department) for immunization or consultation for when the immunization is due.

- B. A physical examination shall be provided by the parents of all enrolling kindergarten students. Forms for reporting the results of this examination shall be available in each school. In lieu of a physical examination parents may state, in writing, that they do not want their child to have a physical examination.

#### **II. Control and Reporting of Infectious Diseases**

- A. In general, each school will follow the guidelines established in the Arkansas School Infectious Disease Guidelines as those guidelines apply to each identified disease.
- B. Acute infectious diseases will be managed by the school nurse and the building principal. Reporting of diseases and exclusion of students with those diseases will follow the the recommendations found in the Guidelines.
- C. Chronic infectious diseases (such as AIDS, Hepatitis B) will be managed by an Infectious Disease Review Team (IDRT) established for each student who is identified as having such a disease. The IDRT will consist of the following members:
1. A physician appointed by the superintendent
  2. A school nurse appointed by the superintendent.
  3. The building principal

The IDRT will work with the student, the student's parents and physician, and appropriate public health officials to make a recommendation to the superintendent regarding the most appropriate educational program for the student.

The IDRT will use criteria outlined in the Guidelines for determining when the student should be excluded from school. Although such exclusion should not be considered routinely, it may be necessary for

## Fayetteville Public Schools

Fayetteville, Arkansas

Arkansas State Board of Health Arkansas Department of Health  
**RULES AND REGULATIONS PERTAINING TO IMMUNIZATION REQUIREMENTS**

Promulgated Under the Authority of  
 Arkansas Code Annotated §§ 20-7-109, 6-18-702, 6-60-504, 20-78-206

Effective August 5, 2009

### KINDERGARTEN THROUGH GRADE TWELVE IMMUNIZATION REQUIREMENTS\*

Vaccine	▶	<i>Diphtheria, Tetanus, Pertussis (DTP/DT/Td/DTaP/Tdap)</i>	<i>Polio (OPV – Oral or IPV – Inactivated)</i>	<i>MMR***** (Measles, Mumps, and Rubella)</i>	<i>Hep B</i>	<i>Varicella</i>
Grade	▼					
Kindergarten		4 doses (with 1 dose on or after 4th birthday)	3 doses (with 1 dose on or after 4th birthday) A child who has received 4 or more doses of polio vaccine does not have to have a dose after the 4th birthday.	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)	3 doses	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)  No history of disease will be accepted in lieu of vaccine.
Grades 1 – 12		3 doses (with 1 dose on or after 4th birthday)	3 doses (with 1 dose on or after 4th birthday) A child who has received 4 or more doses of polio vaccine does not have to have a dose after the 4th birthday.	2 doses (with dose 1 on or after 1st birth- day and dose 2 at least 28 days after dose 1)	2** or 3*** doses (11-15 year olds could be on a 2-dose schedule)	1 dose (on or after 1st birthday) OR A parent/guardian or physician history of dis- ease may be accepted in lieu of receiving vaccine.
Grade 7		3 doses (with 1 dose on or after 4th birthday)  and  1 dose of Tdap, if appli- cable****	3 doses (with 1 dose on or after 4th birthday) A child who has received 4 or more doses of polio vaccine does not have to have a dose after the 4th birthday.	2 doses (with dose 1 on or after 1st birth- day and dose 2 at least 28 days after dose 1)	2** or 3*** doses (11-15 year olds could be on a 2-dose schedule)	1 or 2 doses (Depends on age: One (1) dose is required if given at less than 13 years of age. Two (2) doses, separated by 28 days, are required if dose 1 is given at or greater than 13 years of age.) OR A parent, guardian or physician history of dis- ease may be accepted in lieu of receiving

\*Doses of vaccine required for school entry may be less than the number of doses required for age-appropriate immunization.

\*\*An alternative two-dose hepatitis B schedule for 11-15 year-old children may be substituted for the three-dose schedule. Only a FDA-approved alternative regimen vaccine for the two-dose series may be used to meet this requirement. If you are unsure if a particular child's two-dose schedule is acceptable, please contact the Immunization Section for assistance at 501-661-2169.

\*\*\* 3rd dose of hepatitis B should be given at least 8 weeks after the 2nd dose, at least 16 weeks after the 1st dose, and it should not be administered before the child is 24 weeks (168 days) of age. (All 3rd doses of hepatitis B vaccine given earlier than 6 months of age before 6/21/96 are valid doses and should be counted as valid until 6/21/2014.)

\*\*\*\*A 5-year interval between Td and Tdap is encouraged to reduce the risk of local and systemic adverse reactions. The interval between Td and Tdap may be shorter than 5 years (but not less than 2 years) if protection from pertussis is needed.

\*\*\*\*\* Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

Vaccine doses administered up to 4 days before the minimum interval for age can be counted as valid for doses already administered.

If the child does not meet the immunization requirements for entering school, the school shall refer the child to a medical authority (private doctor or health department) for immunization or consultation for when the immunization is due.

the safety of the infected student or for the safety of others at the school.

The IDRT recommendations will be forwarded to the superintendent. The Superintendents' decision in such cases may be appealed to the Board of Education.

- D. Appropriate in-service training in the control and treatment of infectious diseases will be provided annually to all school employees, under the direction of the school nurses. Such training shall be mandatory for all staff members and shall include those areas in the Guidelines under "Procedures for School Management of Infectious Diseases" (pp. 5-11). Staff members who have direct contact with a student who has a chronic infectious disease may be given additional training if such training is recommended by the IDRT and the superintendent. Such training would be provided by school nurses or appropriate public health officials or medical professionals.
- E. Custodial procedures for maintaining a clean and healthful school environment will be established by the Supervisor of School Plant Services.
- F. Procedures for handling and preparing food in school facilities will be established by the Director of Food Services.

### III. Health Screenings

The school district will conduct annual health screenings in the following areas as required by the Department of Education and the Department of Health:

- A. Dental screening
- B. Vision screening
- C. Hearing screening
- D. Scoliosis screening
- E. Body Mass Index (BMI).

School nurses are expected to cooperate in making the necessary arrangements for these screenings.

### IV. Administration of Medication

School personnel will administer "prescription" medication to students under the following conditions:

- A. A parent has filled out and signed a Medication Administration Release Form for each medication to be given.
- B. The parent has furnished the medication in the original pharmacy labeled container which indicates:
  - 1. The student's name
  - 2. The name of the medication.
  - 3. Clear directions for administration of the medication.
- C. A written record will be kept by the school documenting the administration of any medication. The record will include:
  - 1. Student's name
  - 2. Name of the medication
  - 3. Date and time administered
  - 4. Dosage
  - 5. Signature of person administering medication

\* In accordance with Act 1694 of 2005, students may be allowed to carry and use prescription asthma inhalers and auto-injectable epinephrine while in school, at on-site school-sponsored activities, and at off-site school-sponsored activities when the following guidelines are met:

- Parent/guardian shall provide the school with written authorization for the student to carry an inhaler and/or auto-injectable epinephrine.
- A medical doctor, nurse practitioner or physician's assistant shall complete the written authorization form, which may be obtained from the school nurse.
- Form shall include student's name, date of birth, age, ID number, Parent/guardian information, address, emergency contact information, medication, specific information in how to give medication, possible side effects and their management, prescriber's name, address, phone number, instructions to follow after administration of medication, parent/guardian signature, specific written authorization from prescriber to allow student to carry medication with him/her at all times.
- The authorization is valid for the duration of the school year at the school the student is currently attending.
- The authorization must be renewed yearly.
- If the student transfers to another school, a new authorization must be obtained.

School personnel will administer over the counter medications to students under the following conditions:

- A. A parent has filled out and signed a Medication Administration Release Form for each medication to be given with clear directions for the administration of the medication.
- B. The parent furnishes the medication in the original container. The container must be sealed when presented to the school.
- C. The container must have the student's name written on the container.
- D. Over the counter medications can be given by school personnel only if the parent has furnished a note from a physician with clear directions for administration of the medication.

The school nurse is responsible for establishing procedures to carry out the administration of medication.

Adopted:	9-28-76
Amended:	11-19-85
Amended:	2-28-89
Re-codified:	8/28/03
Revised:	5-26-05
Revised:	6-22-06
Revised:	6-28-07

## 5.35 – STUDENT HEALTH

The District promotes healthy schools by supporting wellness, good nutrition and physical activity as part of the total learning environment. The District follows state and federal guidelines while supporting a healthy environment where children learn and participate in positive dietary and lifestyle practices as this optimizes student performance potential.

Legal References: A.C.A. §1220, § 730, U.S.C. § 204 (2004)  
Revised: 6/22/06

### **5.36—STUDENT ILLNESS/ACCIDENT**

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

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

Date Adopted: 8/28/03

### **5.37—EMERGENCY DRILLS**

All schools in the District shall conduct fire drills at least monthly. Tornado and other drills will be conducted based on state guidelines. These may include, but are not limited to:

1. Earthquake;
2. Act of terrorism;
3. Chemical spill;
4. Airplane crash.

Legal Reference: A.C.A. § 12-13-109  
Date Adopted: 8/28/03

### **5.38—PUPIL RECORDS POLICY**

Official student records shall be kept for each pupil attending Fayetteville Schools in the school in which the pupil is currently enrolled. Such records may include, but are not necessarily limited to, identifying data; academic work completed; level of achievement (grades, standardized test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns. Access to and release of such records will be in compliance with appropriate state and federal statutes.

#### **ADMINISTRATIVE PROCEDURES FOR PUPIL RECORDS**

##### **A. Access to Records**

1. Employees of the Fayetteville Public Schools who have legitimate educational interests in a student may have access to the records of that student. Employees meeting this qualification include certified personnel who are directly involved in the education of the student and other personnel whose assigned duties are to maintain pupil records.
2. Parents or legal guardians of a student will have access to the stu-

dent's records except that if the student is 18 years of age or older, only that student has the right to determine who, outside the school system, has access to his/her records. It will be presumed that divorced or legally separated parents maintain these rights unless legal documents to the contrary are provided the school.

3. A parent, legal guardian, or eligible student will, upon written request to the principal maintaining the student's records, have the opportunity to inspect and review the records. The request must include a specification of the exact information being sought. Compliance with the request shall be done as quickly as administratively feasible, but in no case should the time exceed forty-five calendar days after the request has been made.

The person making the request is also entitled to the opportunity to receive an interpretation of the records, the right to question those data, and if a difference of opinion is noted, shall be permitted to file a letter in the records stating his/her opinion. If further challenge is made to the records, the normal appeal procedures established by the school policy will be followed.

4. A reasonable charge may be made for furnishing copies of records.

##### **B. Release of Records**

1. When a request is received for the records of an elementary pupil who is transferring to another school system, a copy of the tri-fold, cumulative record card (No. 5125-ES-e) and the original of all other information shall be sent to the receiving school. The original cumulative record card shall be sent to the Administration Building for filing at the end of the school year.

If an elementary pupil's records have not been requested within a year after withdrawal, the cumulative record card shall be sent to the Administration Building for filing, and other records may be destroyed.

2. When a request is received for the records of a junior-high student transferring to another school, a copy of the junior high student's record (No. 5125-S-h) shall be sent to the receiving school. Permanent records for students who have transferred or dropped out shall be kept in the individual schools.
3. When a request is received for the records of a high school student who is transferring to another school, a copy of the student's Fayetteville High School permanent record form (also called transcript) No. 5125-S-K will be sent to the receiving school. The original records remain in the senior high school. Permanent records for drop-out students shall be kept in individual schools.
4. Official student records may be released to State Education and other governmental agencies only if the names and all identifying markings are removed to prevent the identification of the individuals.
5. For release of student records to other persons or non-education agencies, written consent shall be given by the parent, legal guardian, or the student if he/she is 18 or over. This consent form will state which records shall be released and to whom they shall be released. A copy of the student record being sent will be made available to the person signing the release forms if he/she so desires.
6. Student records will be furnished in compliance with judicial orders, or pursuant to any lawfully issued subpoena.

### 5.39—PARENT-TEACHER CONFERENCES

Teachers shall communicate personally with the parents or guardians of each student at least twice during the school year to discuss the student's academic progress. Teachers shall communicate more often with parents/guardians of students performing below the level expected for their grade.

All elementary teachers shall communicate with the parents or guardians of each student at least once a semester through a parent-teacher conference, telephone conference, or a home visit.

Parent-teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child's progress with his/her teacher. Conferences shall be scheduled at a time and place to best accommodate those participating in the conference.

Legal Reference: State Board of Education Standards of Accreditation 12.04.2,  
12.04.3  
Date Adopted: 11-18-04

### 5.40—HOMELESS STUDENTS

The Fayetteville 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 5.1, 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 5.1 or 5.2, 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.

The District shall act, according to the best interests of a homeless child and to the extent feasible do one of the following. (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.

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

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

Each Homeless child or youth shall be provided services comparable to services offered to other students in the school who are not homeless. These services include:

- a) Transportation;
- b) Educational services for which the child or youth meets the eligibility criteria, such as provided under Title I of the Elementary and Secondary Education Act of 1965 or similar state or local programs, educational programs for children with disabilities, and educational programs for students with disabilities, and educational programs for student with limited proficiency in English;
- c) Programs in vocational education;
- d) Programs for gifted and talented student; and
- e) School meals Program.

Legal References                    \*\*:42 U.S.C. § 11431 et seq.  
42 U.S.C. § 11431 (2)  
42 U.S.C. § 11432(g)(1)(H)(I)  
42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II)  
42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii)  
42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii)  
42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii)  
42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii)  
42 U.S.C. § 11432 (g)(3)(G)  
42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E)  
42 U.S.C. § 11434a  
Date Adopted: 9-27-01  
Codified: 8-28-03

## 5.41 SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS

*(For the graduating classes of 2012 and 2013)*

The number of units students must earn in grades nine through twelve (9-12) to be eligible for high school graduation are to be earned from the following categories. A minimum of 22 units is required for graduation for 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.

### **SMART CORE: Sixteen (16) units**

**English:** four (4) units (years) – one in grades 9, 10, 11, and 12

**Oral Communications:** one-half (1/2) unit (1/2 year)

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

- Algebra I or Algebra I-A & I-B\* which may be taken in grades 7-8 or 8-9
- Geometry or Investigating Geometry or Geometry A & B\*  
\*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.
- Algebra II
- Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math  
(Comparable concurrent credit college courses may be substituted where applicable)

**Natural Science:** three (3) units (years) with lab experience chosen from

- Physical Science
- Biology or Applied Biology/Chemistry
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

**Social Studies:** three (3) units (years)

- Civics or Civics/American Government
- World History
- American History

**Physical Education:** one-half (1/2) unit (1/2 year)

Note: While one-half (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 (1/2) unit (1/2 year)

**Fine Arts:** one-half (1/2) unit (1/2 year)

**Career Focus:** - Six (6) units – at least two of the Career Focus units must be of the same foreign language.

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.

The Smart Core and career focus units must total at least twenty-two (22) units to graduate.

### **CORE: Sixteen (16) units**

**English:** four (4) units (years) – one in grades 9, 10, 11, and 12

**Oral Communications:** one-half (1/2) unit (1/2 year)

**Mathematics:** four (4) units (years)

- 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 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 (years)

- at least one (1) unit of biology or its equivalent
- one (1) unit of a physical science

**Social Studies:** three (3) units (years)

- Civics or government, one-half (1/2) unit
- World history, one (1) unit
- U.S. history, one (1) unit

**Physical Education:** one-half (1/2) unit (1/2 year)

Note: While one-half (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 (1/2) unit (1/2 year)

**Fine Arts:** one-half (1/2) unit (1/2 year)

**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.

The Core and career focus units must total at least twenty-two (22) units to graduate.

*(For the graduating class of 2014 and beyond)*

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign an Informed Consent Form to not participate. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. The signed Informed Consent Form shall be attached to the student's permanent transcript. Informed Consent Forms are required to be signed prior to registering for seventh grade classes, or if enrolling in the district for seventh through twelfth grade classes. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to cer-

tain 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.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year 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 may be accomplished through any or all of the 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;*
- *Discussions held by the school's counselors with students and their parents; and/or*
- *Distribution of a newsletter(s) to parents or guardians of the district's students.*

The first year of this policy's implementation all employees required to be certified as a condition of their employment shall receive training regarding this policy so that they will be able to help successfully implement it. In subsequent years, administrators, or their designees, shall train newly hired employees, required to be certified as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.

**GRADUATION REQUIREMENTS** (For the graduating class of 2014 and beyond)  
The number of units students must earn in grades nine through twelve (9-12) to be eligible for high school graduation are to be earned from the following categories. A minimum of 22 units is required for graduation for 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. Fayetteville School District requires 24 units for graduation.

Unless exempted by a student's IEP, all students must successfully pass all end-of-course (EOC) assessments they are required to take or meet the remediation required for the EOC assessment to receive academic credit for the applicable course and be eligible to graduate from high school.

### **SMART CORE: Sixteen (16) units**

*English:* four (4) units (years) – one in grades 9, 10, 11, and 12

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

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

- Geometry or Investigating 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.
- Algebra II
- Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math  
(Comparable concurrent credit college courses may be substituted where applicable)

*Natural Science:* three (3) units (years) with lab experience

- Biology -1 unit  
Two (2) units from the following three (3) options
- Physical Science
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

*Social Studies:* three (3) units (years)

- Civics or Civics/American Government-1/2 unit, (1/2 year)
- World History -1 unit, (1 year)
- U. S. History -1 unit, (1 year)

*Physical Education:* one-half (1/2) unit (1/2 year)

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

*Oral Communications:* one-half (1/2) unit (1/2 year)

*Economics:* one-half (1/2) unit (1/2 year)

*Health and Safety:* one-half (1/2) unit (1/2 year)

*Fine Arts:* one-half (1/2) unit (1/2 year)

### **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.

The Smart Core and career focus units must total at least twenty-two (22) units to graduate.

### **CORE: Sixteen (16) units**

*English:* four (4) units (years) – one in grades 9, 10, 11, and 12

*Mathematics:* four (4) units (years)

- 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 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 (years)

- at least one (1) unit of biology
- one (1) unit of a physical science

Social Studies: three (3) units (years)

- Civics, one-half (1/2) unit
- World history, one (1) unit
- U.S. history, one (1) unit

Physical Education: one-half (1/2) unit (1/2 year)

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

Oral Communications: one-half (1/2) unit (1/2 year)

Health and Safety: one-half (1/2) unit (1/2 year)

Economics: one-half unit (1/2) unit (1/2 year)

Fine Arts: one-half (1/2) unit (1/2 year)

### **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.

The Core and career focus units must total at least twenty-two (22) units to graduate.

Legal References: Standards of Accreditation 9.03 – 9.03.1.9, 14.03.1 – 14.03.3  
ADE Guidelines for the Development of Smart Core Curriculum  
Policy Smart Core Informed Consent Form

Date Adopted: 11-18-04  
Revised: 1-24-08  
Revised: 6-23-11

## **5.42—STUDENT HANDBOOK**

It shall be the policy of the Fayetteville school district that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of this district. In the event that there is a conflict between the student handbook and a general board policy or policies, and the student handbook is more recently adopted than the general board policy, the student handbook will be considered binding and controlling on the matter.

## **5.47—Bullying**

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.

*Definition:*

“Bullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or 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 that causes or creates actual or reasonably foreseeable;

- Physical harm to a school employee or student or damage to the school em-

ployee's or student's property.

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

Students who bully another person shall be held accountable for their actions. Bullying is prohibited:

- on the school grounds,
- with school equipment,
- off school grounds at a school sponsored or approved function, activity, or event;
- going to or from school or a school activity;
- while being transported in school vehicles, on a school bus, or at a school bus stop,
- by an electronic act which results in the substantial disruption of the orderly operation of the school or educational environment. This section shall apply to an electronic act whether or not the electronic act originated on school property or with school equipment, if the electronic act 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.

Students are encouraged to report behavior they consider to be bullying to their teacher, building principal or designee, including a single action that if allowed to continue would constitute bullying. 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 shall report the incident(s) to the principal or designee, including a single action that if allowed to continue would constitute bullying.

Any person or persons who file a complaint will not be subject to retaliation or reprisal in any form. Parents or legal guardians may submit written reports of incidents they feel constitute bullying to the principal or designee, or if allowed to continue would constitute bullying. The principal or designee shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

Bullying is a category III (Student Discipline Policy) infraction. Consequences include but are not limited to a) school requested parent/guardian conference, and b) 0-10 days suspension; and c) referral to pre-expulsion hearing committee with the possibility of expulsion for up to one calendar year.

Copies of this policy shall be available upon request.

\*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.

Legal Reference: A.C.A. § 6-18-514  
Date Adopted: 9-25-03  
Date Revised: 6-28-07  
Date Revised: 5-26-11

## **5.50—ALTERNATIVE LEARNING ENVIRONMENTS**

The district shall have an alternative learning environment (ALE) which 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.

The superintendent or his/her designee shall appoint an Alternative Education Placement Team, which shall have the responsibility of determining student placement in the ALE. The team should consist of at least a school counselor, the ALE director or principal, a parent or legal guardian, and a regular classroom teacher.

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

- Disruptive behavior
- Drop out from school
- Personal or family problems or situations
- Recurring absenteeism
- Transition to or from residential programs

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

- Abuse: physical, mental, or sexual
- Frequent relocation of residency
- Homelessness
- Inadequate emotional support
- Mental/physical health problem
- Pregnancy
- Single parenting

The teachers and administrator of the ALE shall determine exit criteria for students assigned to the district's ALE on which to base the student's return to the regular school program of instruction.

The district's ALE program shall follow class size, staffing, and expenditure requirements identified in the ADE Rules Governing the Distribution of Student Special Needs Funding for the School Year beginning 2004-2005 and Additional Teacher Pay.

The ALE program shall be evaluated at least annually to determine its overall effectiveness.

Legal References: A.C.A. § 6-18-508, 509  
 A.C.A. § 6-20-2305(b)(2)  
 ADE Rules Governing the Distribution of Student Special Needs Funding for School Year 2004-2005 and Additional Teacher Pay – 3.01, 3.05, 4.00, and 8.0

Date Adopted: 11-18-04

### 5.51—ALE PROGRAM EVALUATION

The ALE program shall be evaluated at least annually to determine its' overall effectiveness.

### 5.55—GRADING

The Fayetteville School Board recognizes that a system for reporting pupil

progress is a vital part of communication between the home and the school. An adequate progress reporting plan should assist students in recognizing their own potential and self worth, provide parents with information about their children's growth and the school's total program, provide an accurate permanent record of student achievement and growth, and stimulate the school to engage in productive curriculum planning and execution.

Grades assigned to a student (letter-grades, percentages, symbols, etc.) shall reflect only the extent to which the student has achieved the expressed educational objectives of the course, grade-level, etc., as prescribed by Section V-B of the "Standards for Accreditation of Arkansas Public Schools" (1984).

Nothing in this policy is intended to prohibit or discourage a teacher from assigning and reporting a separate grade for a student's behavior, attendance, attitude, etc. However, such grades shall not become a part of the student's permanent record and shall not be used as a part of the record of student achievement, except as indicated above.

A public school student who has successfully completed the eighth grade shall be eligible to enroll in a publicly supported community college, four-year college or university for elective credit. With prior approval from the administration, high school students are allowed to enroll in college courses for replacement credit, credit recovery, or grade improvement, and shall be entitled to receive appropriate academic credit in both the institution of higher education and the public school in which they are enrolled.

The following grade descriptors, letter grade, and percentage scale relationships will be applied in:

#### Kindergarten:

- √ = Meeting Grade-Level Expectation
- = Below Grade-Level Expectation
- ☐ = Not Yet Assessed

#### Grade 1:

- + = Student Demonstrates Skill
- = Below Grade-Level Expectation
- ☐ = Not Yet Assessed

#### Grade 2:

- E = Excellent
- V = Very Good
- S = Satisfactory
- N = Needs to Improve
- U = Unsatisfactory

#### Grades 3-6:

Percent	Letter Grade	Descriptor
100%-90%	A	Excellent
89%-80%	B	Good
79%-70%	C	Marginally satisfactory
69%-60%	D	Unsatisfactory
59%-	F	Failing

#### Grades 7-12:

Percent	Letter	Descriptor	Quality Points
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	Grade		Regular, Honors & College Placement
100%-90%	A	Excellent	4
89%-80%	B	Good	3
79%-70%	C	Marginally Satisfactory	2
69%-60%	D	Unsatisfactory	1
59%-	F	Failing	0

#### *Advanced Placement and International Baccalaureate Grading*

Although Fayetteville School District is not a member of the International Baccalaureate (IB) Program, students transferring into the District from another Advanced Placement (AP) or IB program will be awarded credit as outlined by the Arkansas Department of Education.

Weighted Credit for designated AP and IB courses will be contingent upon the AP/IB teacher obtaining applicable training; the student taking the entire AP/IB course offered in a particular subject; the student completing the applicable test offered by the College Board for AP at the end of the AP course or the applicable test offered by IB at the time prescribed by IB. Weighted credit will not be awarded to any transfer courses beyond AP/IB.

#### *Quality Points*

##### *Advanced Placement/International Baccalaureate*

100%-90%	A	Excellent	5
89%-80%	B	Good	4
79%-70%	C	Marginally Satisfactory	3
69%-60%	D	Unsatisfactory	2
59%-	F	Failing	0

Adopted: 6-19-89

Amended: 8-6-91

Amended: 6-29-93

Amended: 10-28-04

Amended: 2-24-05

Amended: 2-28-08

## **5.57-HOMEWORK POLICY**

Because education is a lifelong process, which extends beyond school, it is important for students to recognize that learning occurs in the home and community. Homework fosters the idea that learning is a continuous process, which is not confined to school hours or schoolrooms.

Homework, as an extension of the classroom, is a method of communication among teachers, students, and parents. First, homework is one way that academic expectations are communicated to a student. Second, the successful completion of homework indicates to both teachers and parents the student's willingness to learn. In addition, homework encourages parents, teachers, and students to work together to reinforce skills necessary for independent study and self-discipline.

Since students learn and retain information best when they understand and value it, homework assignments should be meaningful. The Fayetteville Public Schools recognize the following as reasons for assigning homework:

1. To complete work started in class.
2. To expand and/or enrich regular classwork.
3. To build interest in reading and learning.
4. To complete work missed due to absence.
5. To pursue a special interest or ability.
6. To practice a new skill; to review a previously learned skill.
7. To prepare for a new unit of study.
8. To increase learning time.

#### PROCEDURAL GUIDELINES FOR IMPLEMENTATION

##### *Guidelines for Teachers:*

1. Teachers should assign homework as defined in the philosophy of the homework policy.
2. Teachers should inform parents and students of homework procedures and expectations.
3. Teachers should assign homework, which is appropriate and meaningful for the student's grade level and abilities.
4. Teachers should explain the purpose of assignments.
5. Teachers should give prompt feedback on the student's homework.
6. Teachers should state when the homework assignment is due.
7. Teachers are encouraged to communicate with other teachers to utilize more effectively the student's homework time and, when possible, to combine assignments.

##### *Guidelines for Parents:*

1. Parents should be familiar with the homework policies of the school district, the child's school, and particularly the child's teachers.
2. Parents should establish within the home an environment conducive to the child's fulfillment of homework commitments.
3. Parents should encourage their child to accept responsibility for completing homework assignments independently.
4. Parents should show interest in the child's schoolwork by discussing it with him/her and expressing appreciation for good work.
5. Parents should find ways to make use of school learning in everyday life.
6. Questions and comments about homework should be communicated to the child's teachers.

##### *Guidelines for Students:*

1. Students should adhere to the policies of the school district and individual teachers.
2. Students should inform parents of their homework requirements.
3. Students should understand the importance of homework as a continuation of learning.
4. Students should assume responsibility for satisfactory completion of homework.

Guidelines for Administrators:

1. Administrators are charged with the responsibility of implementing the homework guidelines.
2. Building administrators should form a homework committee made up of representative teachers and principal or vice-principal. The responsibilities of this committee should be:
  - a. *To develop a school policy in line with the district guidelines according to individual school needs.*
  - b. *To make recommendations to the staff concerning implementation of this policy.*
  - c. *To help individual staff members develop homework procedures.*
  - d. *To coordinate the procedures of the individual staff members.*
  - e. *To consider what is a reasonable amount of work/time that a student can be expected to spend on homework considering the student's age, level of achievement, and ability.*
3. Administrators should help the teachers communicate their expectations to the students and parents.

Adopted: 4-22-86

**5.58-CONCURRENT CREDIT**

A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education shall be given credit toward high school grades and graduation at the rate of one-half (1/2 high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, prior to enrolling for the course, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

Students will retain credit applied toward a course required for high school graduation from a previously attended, accredited, public school. Any and all costs of higher education courses taken for concurrent credit are the student's responsibility.

Legal Reference: A.C.A. § 6-18-902(c)(2)  
 Arkansas Department of Education Rules and Regulations:  
 Concurrent College and High School Credit for Students Who  
 Have Completed the Eighth Grade

Date Adopted: 2-24-2005

**5.64-GRADUATION REQUIREMENTS**

*Graduation Requirements for Classes of 2012 & 2013:*

Any student enrolled in Fayetteville School District may receive a diploma after completing the following requirements:

(see next column)

GRADUATION REQUIREMENTS FOR 2012 & 2013	
CORE DIPLOMA	SMART CORE DIPLOMA
English – 4 units	English – 4 units
Math – 4 units Alg. I or its equivalent, Geometry or its equivalent, other math units must build on the base of alg. And geometry knowledge & skills	Math – 4 units – Alg. I or Alg A/B (Grades 7-8 or 8-9) Geometry or Investigating Geometry or Geometry AB (Grades 8-9 or 9-10), Alg II, 4th math beyond Alg. II
Science – 3 units – Biology, physical science, and science elective	Science – 3 units with lab experience chosen from- Physical Science, Biology, Applied Biology/Chemistry, Chemistry, Physics, or Principles of Technology I & II or PIC Physics
Social Studies – 3 units U.S. History, World History and ½ unit Civics and ½ unit social studies elective	Social Studies – 3 units U. S. History, World History and Civics or Civics/American Government-1 unit
Physical Education - ½ unit PE excluding athletics	Physical Education - ½ unit PE excluding athletics
Health – ½ unit	Health – ½ unit
Fine Arts – ½ unit (Art, Music)	Fine Arts – ½ unit (Art, Music)
Oral Communications – ½ unit	Oral Communications – ½ unit
Career Focus Area – 6 units	Career Focus Area – 6 units
<b>Total – 22 Units</b>	<b>Total – 22 Units</b>
FPS Additional Requirements for Graduation	
CORE DIPLOMA	SMART CORE DIPLOMA
1 unit American History (9)	1 unit American History (9)
Elective - 1 unit	Elective - 1 unit
<b>Total – 24 Units</b>	<b>Total – 24 Units</b>
* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirements under Core Diploma requirements. * All students under Smart Core must take a math course in grade 11 or 12 and complete Alg. II.	

HONORS GRADUATE REQUIREMENTS FOR 2011, 2012 & 2013	
English	4 units
Math:	4 units – Alg. I or Alg A/B (Grades 7-8 or 8-9) Geometry or Investigating Geometry or Geometry AB (Grades 8-9 or 9-10), Alg. II, 4th math beyond Alg. II
Science	3 units with lab experience chosen from- Physical Science, Biology, Applied Biology/Chemistry, Chemistry, Physics, or Principles of Technology I & II or PIC Physics
Social Studies	4 units American History 9 and 10, U. S. History , World History and Civics or Civics/American Government-1 unit
Physical Education	½ unit PE excluding athletics
Health	½ unit
Fine Arts	½ unit (Art, Music)
Oral Communications	½ unit
Career Focus Area	6 units (2 units must be in same foreign language)
Elective	1 unit
Total	24 Units
* Honors Graduates and above- 2 units of Career Focus area must be in same foreign language	
*Honors Graduate - students must maintain a 3.0 GPA and meet the Honors Graduate Diploma requirements.	
*High Honors Graduate - students must maintain a 3.5 GPA, meet the Honors Graduate Diploma requirements, with 5 units completed from the qualifying courses listed below.	
*Distinguished Honors Graduate - students must maintain a 4.0 GPA, meet the Honors Graduate Diploma requirements, with 8 units completed from the qualifying courses listed below.	

Qualifying Courses for High/Distinguished Honors Graduates for Classes of 2012 & 2013				
Math	English	Science	History	Other
Honors Algebra I	Pre-AP English (9)	Pre-AP Physical Science (9)	Pre-AP American History (9)	Spanish III, IV, V, Honors Spanish
Honors Algebra II	Pre-AP English (10)	Pre-AP Biology	AP Comparative Politics	AP Spanish Language
Honors Geometry	AP English Language/Composition	AP Biology	U.S. History	French III, AP French Language
AP Calculus AB	AP English Literature	AP Physics B	AP Macroeconomics	German III, AP German Language
AP Calculus BC		AP Physics C	AP Psychology	AP Studio Art
AP Statistics		AP Environmental Science	AP U.S. Government	AP Music Theory, A Cappella
PreCal/Trig Honors		Honors Chemistry	AP U.S. History	
College Algebra, Finite Math		AP Chemistry	AP Human Geography	

GRADUATION REQUIREMENTS FOR 2014 AND BEYOND	
CORE DIPLOMA	SMART CORE DIPLOMA
English – 4 units	English – 4 units
Math – 4 units Algebra I or its equivalent, Geometry or its equivalent, other math units must build on the base of algebra and geometry knowledge & skills	Math – 4 units – Algebra I or Algebra A/B (Grades 7-8 or 8-9) Geometry or Investigating Geometry or Geometry AB (Grades 8-9 or 9-10), Algebra II, 4th math beyond Algebra II
Science – 3 units, 1 unit of Biology, 1 unit chosen from a physical science, 1 elective science	Science – 3 units –1 unit of Biology, 2 units chosen from Physical Science, Chemistry or Physics
Social Studies – 3 units American History, World History and ½ unit of Civics/ ½ unit of Economics	Social Studies – 3 units American History, World History and ½ unit of Civics/½ unit of Economics
Physical Education - ½ unit PE	Physical Education - ½ unit PE
Health – ½ unit	Health – ½ unit
Fine Arts – ½ unit (art, music, fine arts drama)	Fine Arts – ½ unit (art, music, fine arts drama)
Oral Communications – ½ unit	Oral Communications – ½ unit
Career Focus Area – 6 units	Career Focus Area – 6 units
Total – 22 Units	Total – 22 Units
FPS Additional Requirements for Graduation	
Career Focus Elective – 2 units	Career Focus Elective – 2 units
Total – 24 Units	Total – 24 Units
* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement under Core Diploma	

**FAYETTEVILLE HONORS GRADUATE \*SEE BELOW**

- ENGLISH** – 4 units
- MATH** – 4 units – Algebra I, Geometry, Algebra II, 4th math beyond Algebra II
- SCIENCE** – 3 units, 1 unit of Biology, 2 units from Physical Science, Chemistry or Physics
- SOCIAL STUDIES** – 3 units, American History, World History and ½ unit of Civics/ ½ unit of Economics
- PHYSICAL EDUCATION** – ½ unit PE
- HEALTH** – ½ unit
- FINE ARTS** – ½ unit (art, music, fine arts drama)
- ORAL COMMUNICATIONS** – ½ unit
- CAREER FOCUS AREA** – 8 units (2 units must be in same foreign language)

## Total – 24 Units

\**Honors Graduate* - students must maintain a 3.0 GPA and meet the Honors Graduate Diploma requirements.

\**High Honors Graduate* - students must maintain a 3.5 GPA, meet the Honors Graduate Diploma requirements, with 5 units completed from the qualifying courses listed below.

\**Distinguished Honors Graduate* - students must maintain a 4.0 GPA, meet the Honors Graduate Diploma requirements, with 8 units completed from the qualifying courses listed below.

Qualifying Courses for High/Distinguished Honors Graduates for Class of 2014 and Beyond				
Math	English	Science	History	Other
Honors Algebra I	Pre-AP English (9)	Pre-AP Physical Science (9)		Spanish III, IV, Honors Spanish
Honors Algebra II	Pre-AP English (10)	Pre-AP Biology	AP Comparative Politics	AP Spanish Language
Honors Geometry	AP English Language/Composition	AP Biology	AP European History	French III, French IV, AP French Language
AP Calculus AB	AP English Literature	AP Physics B	AP Macroeconomics, AP Microeconomics	German III, AP German Language
AP Calculus BC	English Composition I	AP Physics C	AP Psychology	AP Studio Art
AP Statistics	English Composition II	AP Environmental Science	AP U.S. Government	AP Music Theory, A Cappella
PreCal/Trig Honors		Honors Chemistry	AP U.S. History	
College Algebra, Finite Math		AP Chemistry	AP Human Geography	
			AP World History	

Revised 1/24/08  
Revised 3/17/2011

## 5.67-EXTRACURRICULAR ACTIVITIES

The Fayetteville School District will offer curricular and extracurricular activities appropriate for a wide range of student interests and abilities. "Extracurricular activities" are defined as those activities, which take place

- in competition with students from other schools, or
- for an audience of non-school personnel, or
- for a purpose clearly unrelated to regular classroom activities.

Examples of extracurricular activities would include, but not be limited to, Odyssey of the Mind, math and foreign language competitions involving other schools, music performances and contests, interscholastic athletic contests, spirit squads, vocational contest involving other schools, Student Council, school

clubs not related to classroom activities.

Participation in such activities will be encouraged by the school district. However, the school district reserves the right to deny participation to any student under the guidelines established in the Procedures section, which follows.

## PROCEDURES

### Elementary Schools

In general, all activities offered by the school will be open to all students. Eligibility to participate may be revoked, at the discretion of the principal, for any students whose general behavior does not meet acceptable standards.

### Secondary Schools

1. Those who do not meet the eligibility standards of the Arkansas Activities Association (in those activities governed by the AAA).
2. Those who do not meet the eligibility standards of the recognized agency governing any particular activity.
3. Those in grades 7-9 who did not meet the district's promotion standards, as described in Policy No. 5.10, during the previous school year.
4. Those whose general behavior does not meet acceptable standards as determined by the principal.
5. Those who do not meet approved guidelines established by the staff member in charge of a particular activity.

### General Guidelines

- All extracurricular activities should be considered an integral part of the school's total educational program and should be subject to the same evaluative procedures as those applied to curricular activities.
- Seventh graders will be eligible for participation in all junior-high athletic activities except football, basketball, and track. A seventh grader may participate in any of those three sports only when special consideration is given to the physical and emotional maturity of the student and only after consultation among the athletic director, the student's principal, and the student's parents; the principal will have the final authority to declare the student eligible and will make "the good of the student" the chief criterion in making the decision.
- Ninth graders will be eligible to participate at the high-school level in any athletic activity not offered in the junior high or at such time that their age makes them ineligible for junior-high athletics
- The maximum number of competitive activities or performances will be determined by the principal, in consultation with appropriate staff members.
- Extracurricular activities will be scheduled so that participant's absence from class is minimized.
- In general, practice time should not exceed two hours per day.
- Practice sessions will not be scheduled on Thanksgiving Day, Christmas Day, New Year's Day, or Sundays. Saturday practices are discouraged.
- Practices will not be held on days school is dismissed for bad weather

unless the practice is specifically approved by the principal.

- Interscholastic activities will not be held on days school is dismissed for bad weather unless the activity is specifically approved by the superintendent's office on the recommendation of the principal.
- Activities should be scheduled to avoid the need for overnight trips. Any overnight stay of a non-emergency nature must be approved in advance by the superintendent's office. Overnight stays of emergency nature (due to bad weather, mechanical failure, etc.) may be scheduled at the discretion of the staff member in charge of the activity.

#### *Non-instructional Activities*

Activities of a non-instructional nature (such as class parties, pep rallies, and assembly programs) will be held only after approval by the building principal. The frequency and duration of such activities will be limited so that interference with the regular instructional program is minimized.

Adopted: 6-23-87  
Amended: 7-7-87  
Amended: 9-22-87  
Amended: 6-19-89  
Revised: 11-15-01  
Revised: 5-26-05

## **6.14--RELIGION IN THE SCHOOLS**

### *I. Statement of Philosophy*

The policy of the Fayetteville Board of Education shall be that no religious belief or non-belief should be promoted by the school district or its employees, and none shall be disparaged. Instead, the school district should encourage all students and staff members to appreciate individual religious freedoms and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background, or religious beliefs.

The Fayetteville School District recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that our religious heritage has played in the social, cultural, and historical development of civilization.

### *II. Individual Religious Freedoms*

The right of a student or staff member to engage in prayer and other religious activities that are personal and voluntary is recognized as long as the conduct is not disruptive nor interferes with the educational process or the rights of others. Staff members' activities shall not be such as would indicate to students an endorsement of or support for religion by the school.

### *III. Religion in the Curriculum*

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about and not of religion be conducted in a factual, objective, and respectful manner.

Therefore, the practice of the Fayetteville School District shall be as follows

- A. The district supports the inclusion of religious literature, music,

drama, and the arts in the curriculum and in school activities provided the material has achieved a cultural significance. The inclusion of the material must be intrinsic to the learning experience in the various fields of study and be presented objectively with the secular purpose of advancing the students' knowledge of society's cultural and religious heritage.

- B. The emphasis on religious themes in the arts, literature, and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such Studies should never foster any particular religious tenets or demean any religious belief.
- C. Student-initiated responses to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated as long as germane to the assignment. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech, and debate.
- D. Religious speakers or groups using a religious text or promoting religion or disparaging religion will not be permitted to address assemblies or classes. Outside speakers and performance groups are to be informed of these guidelines. In case groups or individuals violate the provision of the policy, they shall not be allowed to address the students again.
- E. Religious practices such as prayer or proselytizing shall not be included in the curriculum.

### *IV. Observance of Religious Holidays*

The practice of the Fayetteville School District shall be as follows:

- A. The several holidays throughout the year which have a religious and a secular basis may be observed and taught in the public schools, but they may not be celebrated.
- B. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
- C. Music, art, literature, and drama having religious themes or bases are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday. Any holiday programs should be devised to serve educational purposes. Special care should be taken to insure that programs make no students feel excluded or identified with a religion not their own. Student participation will be voluntary.
- D. The use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of Native American religions, or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.
- E. The school district's calendar should be prepared so as to minimize conflicts with religious holidays. When possible, examinations and other major events will not be scheduled on such holidays. Teachers will provide students who miss school because of religious reasons

an opportunity to make up school work.

## V. School Activities

In respect of the diverse religious beliefs in our community, school sponsored or endorsed invocations, benedictions, and other religious activities are specifically prohibited at school sponsored or endorsed activities such as athletic contests, dedications, and commencement ceremonies where students are present as observers or participants.

Approved: 11-16-81  
Revised: 1-25-94  
Revised: 2-22-94

## 6.4—VOLUNTEERS

Enlisting the support of volunteers is a way in which 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 certified personnel more time to devote to instruction.

The District 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.

Date Adopted: 12-18-03

## 6.5—VISITORS TO THE SCHOOLS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, those visitors who come to a school for a purpose other than to attend an activity open to the public are required to first report to the school's main office. No one shall be exempt from this requirement.

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.

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: 12-18-03

## 6.7—PATRON COMPLAINTS

The Board of Education recognizes the need to implement an orderly procedure for the early resolution of complaints by the public. The Board also believes that a complaint against an employee should be resolved at the lowest possible administrative level.

Patrons are encouraged to attempt to address the complaint with the employee

involved, first, and every attempt should be made by both parties to resolve their differences.

Any patron who wishes to lodge a complaint against an employee may do so by submitting a written and signed complaint to the employee's immediate supervisor. Oral complaints of a serious nature should be reduced to writing by the person receiving the complaint.

The complaint should include the following information:

- Date of complaint
- Date alleged problem occurred
- Name of complainant
- Identification of the specific problem, policy, or applicable law that is believed to have been violated
- Details of the alleged problem, including names, dates, specific actions taken by individuals, witnesses, etc.
- Actions taken to resolve the complaint prior to filing a written complaint

(Forms available in the Administration Building or district website)

**Step 1:** The building administrator or supervisor will immediately inform the employee that a complaint has been filed and provide him or her with a copy of the complaint. The building administrator and/or supervisor will attempt to schedule a meeting with all parties in an effort to resolve the matter.

**Step 2:** If the issue has not been resolved at step 1, the building administrator or supervisor will provide a resolution to the complaint. He or she will reply to both parties in writing within seven (7) working days of the complaint, stating the status or resolution of the complaint.

**Step 3:** If the written response to the complaint fails to resolve the problem between the parties, either party may appeal the complaint to the next administrative level as defined by the District's organizational chart until reaching the superintendent of schools. Each administrative level will follow the same guidelines of investigation, timeline, and written report requirements. The District will strictly comply with all policies and laws with if action against any employee is warranted. The superintendent will make extraordinary efforts to protect the rights, privileges, and reputations of all employees and students concerned.

## Patron or Complainant

If the response given under the final step in this policy is unsatisfactory, the complainant may submit the original complaint and the responses received from the various administrative levels and request a review by the School Board.

The Board may review the complaint and the responses in accordance with the Arkansas Freedom of Information Act and respond to the complainant, in writing, within thirty (30) calendar days from the receipt of the complaint.

## Employee

An employee may appeal any disciplinary action taken against the employee by the school district as a result of the complaint including, but not limited to, warnings, reprimands, reassignments, transfers, and probation under the provisions of personnel and school policy.

No employee shall be adversely evaluated based on a parent or student complaint that has not been substantiated.

Date approved: 12/18/03