

FOREMAN JUNIOR / SENIOR HIGH SCHOOL

MISSION STATEMENT:

We are focused on reaching our goals by providing opportunities for students to be successful. Foreman High School is dedicated to developing students' individual talents, critical thinking skills, and technology skills to prepare them for the changing world. Continuous commitment to improvement ensures students will be well-rounded, self-directed, life-long learners. By collaboratively promoting high expectations, stakeholders share in the responsibility of making certain that ALL BELONG, ALL TEACH, ALL LEARN, AND ALL SUCCEED.

MOTTO: Forming a
Habit of
Success

DISTRICT VISION: "WE ARE GATORS"

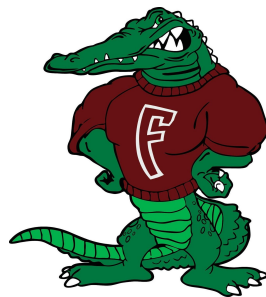
Guaranteed a safe and positive school environment
Always focusing on quality teaching and learning
Trying to improve our school, staff, and students
On the path to college and career readiness
Reaching out for parent and community involvement
Success driven everyday
! Emphasizing effort in all we do

SCHOOL COLORS- Maroon & White

SCHOOL MASCOT- Alligator

ALMA MATER

God bless ole Foreman
the School that
It's as good as the best
Better than the rest, with
Its principles and morals
High throughout.



High, Around the campus, though
we love, buildings,
and To the flag
That's up above
God Bless ole Foreman High
The school we love.

FOREMAN SCHOOL DISTRICT

**SCHOOL CALENDAR
2018-2019**

August 13	Student's First Day of School
September 3	Labor Day Holiday
October 8	Fall Break
October 12	End of 1 st Nine Weeks (41 days)
October 23	Parent /Teacher Conference
November 19-23	Thanksgiving Break
December 20	End of 2 nd Nine Weeks (40days)
December 21-January 4	Christmas Break
January 7	First Day of 2 nd Semester
January 21	Martin Luther King, Jr. Holiday
February 18	Presidents' Day Holiday
March 15	End of 3 rd Nine Weeks (48 days)
March 18-22	Spring Break
March 26	Parent/Teacher Conferences
April 19	Good Friday
May 6	Weather Day
TBA	K and 6 th Grade Graduation
May 17	Senior Graduation
May 24	End of 4 th Nine Weeks (49 days)
May 24	Last Day of School

HANDBOOK COMMITTEE:

STAFF

John Hall, Principal
Kamille Davis
Jasmine Hardwick
Alice Young
Carmen Martin
Michelle Young

STUDENTS

Jabari Sams
Kenzie Cowan
Makiya Walker

PARENT/COMMUNITY

Sherri Frye
Randi Dawson

EQUAL EDUCATIONAL OPPORTUNITY

No student in the Foreman School District shall, on the grounds of race, color, religion, nation origin, sex, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the district.

FOREMAN SCHOOL DISTRICT

ADMINISTRATION:

Pat Tankersley.....Superintendent

John Hall.....High School Principal

Pam Smiley.....Elementary Principal

COUNSELORS:

Michelle YoungHigh School

Kathy Hadaway.....Elementary

BOARD OF TRUSTEES:

Shane Mears.....President

Will Segraves.....Vice President

Wayne Frye.....Secretary

Sandy McDonald.....Member

Chris Gauldin.....Member

**FOREMAN JUNIOR/SENIOR HIGH SCHOOL
STAFF**

Beall, Leah.....English/Drama
 Carrier, Natasha.....G.T.
 Carver, Lisa.....English/Speech/CTE
 Cooper, Darren.....Music/Band
 Davis, Kamille.....Science
 Dove, Deirdre.....ART
 Gauldin, Traci.....Librarian/Parent Involvement
 Gross, Robyn.....Special Education
 King, Mark.....Head Football/Athletic Dir/Coach
 Hall, Lacey.....Yearbook/Art/Coach
 Ivory, Adrain.....Asst. Football/Track/PE
 Lawrence, Tammy.....Business/CTE
 Blanton, James.....Basketball/Asst. Softball Coach/History
 Shelton, Lori.....English
 Sierra, Michael.....Math
 Smith, Samantha.....Math
 Stone, Jake.....Voc.Agri/CTE
 Turner, Abbye.....FACS/CTE
 Wade Kelly.....Special Education
 Walker, Leslie.....Science
 Welch, Glenn.....Head Baseball Coach/History
 Young, Alice.....Math

Carmen Martin.....Instructional Facilitator/Federal Programs
 Arnetha Hardwick.....Nurse
 Michelle Oglesby.....Virtual Arkansas Facilitator
 Tina Clayton.....ISS
 Viola Moore.....Secretary
 Jasmine Hardwick.....Virtual AR. Facilitator/Dyslexia/ESL

TEACHER INSTRUCTIONAL DAY SCHEDULE

The regular instructional day begins at 8:00 a.m. Teachers will arrive at school by 7:40. Teachers may leave the campus at 3:40 p.m. From 3:15 p.m. until 3:40 p.m. is to be used for tutorial, meetings, lesson plans, or working in the classroom.

2018-2019

CLASS SPONSORS

SEVENTH GRADE:

A. Young, T. Lawrence, J. Stone, G. Welch

EIGHTH GRADE:

L. Shelton, L. Walker, L. Hall

NINTH GRADE:

L. Carver, M. King, J. Hardwick

TENTH GRADE:

K. Wade, D. Cooper, T. Gauldin

ELEVENTH GRADE:

A. Turner, L. Beall, J. Blanton

TWELFTH GRADE:

S. Smith, R. Gross, M. Sierra, K. Davis

CLUB SPONSORS

Band Council.....	Darren Cooper
Cheerleaders, Junior High.....	Sherri Frye
Cheerleaders, Senior High.....	Sherri Frye
Dance Line.....	Kamille Davis
Drama.....	Leah Beall
FBLA.....	Tammy Lawrence
First Priority.....	Traci Gauldin
FCCLA.....	Abbye Turner
FFA.....	Jake Stone
Homecoming.....	Abbye Turner
Key Club.....	Michelle Young
Million Words Club.....	Traci Gauldin
NHS.....	Michael Sierra

Jr. NHS.....	Leah Beall
Prom.....	Junior Sponsors
Science Club.....	Leslie Walker
Student Council.....	Kamille Davis
Yearbook.....	Lacey Hall

**2018-2019
Bell Schedule**

8:00 am.....	1st Bell
8:00 - 9:30.....	First/Second Period
9:35 – 11:05.....	Second/Third Period
11:10 -11:40.....	Jr High Lunch/Sr Tutoring
11:40-12:00.....	Sr Lunch/Jr High Tutoring
12:05-1:35.....	Fifth/Sixth Period
1:40-2:25.....	Seventh Period
2:30-3:15.....	Eight Period

1,3,5,7 & 8 Meet Monday & Wednesday

2,4,6,7 & 8 Meet Tuesday & Thursday

FRIDAY BELL SCHEDULE:

8:00- 8:45.....	First Period
8:50-9:35.....	Second Period
9:40-10:25.....	Third Period
10:30-11:15.....	Fourth Period
11:20-11:55.....	Lunch
12:00-12:45.....	Fifth Period
12:50-1:35.....	Sixth Period
1:40-2:25.....	Seventh Period
2:30-3:15.....	Eighth Period

*Buses Leave at 3:20 p.m.

GENERAL INFORMATION

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

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

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

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 such a residential address only if he/she 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 school 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 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. However, a student previously enrolled in a district who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a district school and who has had a change in placement to a residence outside the district, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

Under instances prescribed by A.C.A 6-18-203, a child or ward of an employee of the district or of the educational coop to which the district belongs may enroll in the district even though the employee and his/her child or ward resides outside the district.

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

NOTE: Residency requirements of homeless students are governed by policy 4.40 - Homeless Students. Residency requirements governing foster children are governed by policy 4.52- Students Who are Foster Children.

COMPLAINTS

It is a goal of the board and the district to be responsive to the community it serves and to continuously improve the educational program offered in its schools. The board or the district welcomes constructive criticism when it is offered with the intent of improving the quality of the system's educational program or the delivery of the district's services.

The board formulates and adopts policies to achieve the district's vision and elects a Superintendent to implement its policies. Individuals with complaints concerning personnel,

curriculum, discipline, coaching, or the day to day management of the schools need to address those complaints in the following sequence: 1. Teacher, coach, or other staff member against whom the complaint is directed. 2. Principal. 3. Superintendent.

Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above.

Unless authorized by the board as a whole for a specific purpose, no individual board member has any authority when acting alone. District constituents are reminded that the board serves as jury in matters regarding student suspension initiated by the Superintendent, expulsion, & personnel discipline.

ENTRANCE REQUIREMENTS

To enroll in a school in the district, the child must be a resident of the district as defined in district policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option.

Students may enter kindergarten if they will attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, 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. Private school students shall be evaluated by the district to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6-HOME SCHOOLING.

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

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

1. The parent, 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. United States military identification
 - g. Previous school records.
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. The Board of Education reserves the right, after a hearing before the as a student until the time of the person's expulsion has expired.
4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy;

"Active duty members of the uniformed services" includes members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211;

"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public

Health Services.

"Veteran" means: a person who served in the uniformed services and who was discharged or released there from under conditions other than dishonorable.

“Eligible child” means the children of:

- active duty members of the uniformed services
- members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement
- members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

An eligible child as defined in this policy shall:

1. Be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school
3. Enter the district's school on the validated level from his/her previous accredited school when transferring into the district after the start of the school year
4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to the extent that space is available. This does not prohibit the district from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs
5. Be provided services comparable to those the student with disabilities received in his/her previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the district school from performing subsequent evaluations to ensure appropriate placement of the student
6. Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student
7. Be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent
8. Be eligible to continue attending district schools if he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

FOSTER CHILDREN

The district will afford the same services and educational opportunities to foster children that are afforded other children and youth. The district shall work with the Department of Human Services (DHS), the Arkansas Department of Education (ADE), and individuals involved with each foster child to ensure that the foster child is able to maintain his/her continuity of

educational services to the fullest extent that is practical and reasonable.

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

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

Upon notification to the district's foster care liaison by a foster child's case worker that a foster child's school enrollment is being changed to one of the district's schools, the school receiving the child must immediately enroll him/her. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.

A foster child's grades shall not be lowered due to absence from school that is caused by a change in the child's school enrollment, the child's attendance at dependency-neglect court proceedings, or other court-ordered counseling or treatment.

Any course work completed by the foster child prior to a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate academic placement assessment.

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

Foster Child School Choice

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

By July 1 of the school year in which the student seeks to transfer under this section, the superintendent shall notify the foster parent, or the foster child if the foster child is eighteen (18) years of age, in writing whether the application has been accepted or rejected. If the application is accepted, the superintendent shall state in the notification letter a reasonable deadline for the foster child to enroll in the new school or the district and that failure to enroll by the date shall

void the school choice acceptance. If the application is rejected, the superintendent shall state in the notification letter the reason for the rejection and that the foster parent, or the foster child if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State board within ten (10) days of receiving the notification letter.

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

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

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

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

- Graduates from high school; or
- Transfers to another school or school district under:
 - The Foster Child School Choice Act
 - Opportunity Public School Choice Act of 2004
 - The Public School Choice Act of 2015; or
 - Any other law that allows a transfer.

The district shall accept credits toward graduation that were awarded by another public school district.

When a foster child transfers from the foster child's school of origin to another school in the district or into the district, the foster child or the foster parent is responsible for the foster child's transportation to and from the school the foster child transferred to. The district and the foster parent, or the foster child if the foster child is eighteen (18) years of age, may enter into a written agreement for the district to provide the transportation to and from the school the foster child transferred to.

HOMELESS STUDENTS

The Foreman School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational agency (LEA) liaison for homeless children and youth whose responsibilities shall include, but are not limited to:

- _____ Receive appropriate time and training in order to carry out the duties required by law and this policy

- _____ coordinate and collaborate with the State Coordinator, community, and school personnel responsible for education and related services to homeless children and youths
- _____ Ensure that school personnel receive professional development and other support regarding their duties and responsibilities for homeless youths
- _____ Ensure that unaccompanied homeless youths:
 - _____ Are enrolled in school
 - _____ Have opportunities to meet the same challenging State academic standards as other children and youths; and
 - _____ Are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid
- _____ Ensure that public notice of the educational rights of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youth, and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.

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

Notwithstanding Policy 4.1, homeless students living in the district are entitled to enroll in the district's school that non-homeless students who live in the same attendance area are eligible to attend. If there is a question concerning the enrollment of a homeless child due to a conflict with Policy 4.1 or 4.2, the child shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute, including all appeals.

It is the responsibility of the district's LEA liaison for homeless children and youth to carry out the dispute resolution process.

For the purposes of this policy "school of origin" means:

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

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

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

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

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

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

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

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

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

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
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
- Living in emergency or transitional shelters
- Abandoned in hospitals

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ave 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

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re living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

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re migratory children who are living in circumstances described in clauses (a) through (c).

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

PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

If one parent of multiple birth siblings request a placement that differs from that of the other parent of the same multiple birth siblings, the school shall determine the appropriate placement of the siblings.

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

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

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

SCHOOL CHOICE

Standard School Choice

Exemption

The district is under an enforceable desegregation court order/court-approved desegregation plan that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Arkansas Department of Education (ADE). As a result of the desegregation order/desegregation plan, the district is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act of 2004 (Opportunity School Choice). The district shall notify the superintendents of each of its geographically contiguous school districts of its exemption. The exemption prohibits the district from accepting any school choice applications from students

wishing to transfer into or out of the district through standard School Choice or Opportunity School Choice.

Definition

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

Transfers into the District

Capacity Determination and Public Pronouncement

The Board of Directors will adopt a resolution containing the capacity standards for the district. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications.

The district may only deny a Standard School Choice application if the district has a lack of capacity by the district having reached ninety percent (90%) of the maximum student population in a program, class, grade level, or school building authorized by the Standards or other State/Federal law.

The district shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline and the requirements and procedures for participation in the program. Such pronouncements shall be made in the spring, but in no case later than March 1.

Application Process

The student's parent shall submit a school choice application on a form approved by ADE to this district. The transfer application must be postmarked or hand delivered on or before May 1 of the year preceding the fall semester the applicant would begin school in the district. The district shall date and time stamp all applications as they are received in the district's central office.

It is the district's responsibility to send a copy of the application that includes the date and time stamp to the student's resident district within ten (10) days of the district receiving the application. Applications postmarked or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the district. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

The approval of any application for a choice transfer into the district is potentially limited by the applicant's resident district's statutory limitation of losing no more than three percent (3%) of its past year's student enrollment due to Standard School Choice. As such, any district approval of a choice application prior to July 1 is provisional pending a determination that the resident district's three percent (3%) cap has not been reached.

The Superintendent will consider all properly submitted applications for School Choice. By July

1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

Accepted Applications

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

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

Continued enrollment is conditioned upon the student meeting applicable statutory and district policy requirements. Any student who has been accepted under choice and who either fails to initially enroll under the timelines and provisions provided in this policy; who chooses to return to his/her resident district; or who enrolls in a home school or private school voids the transfer and must reapply if, in the future, the student seeks another school choice transfer.

A subsequent transfer application will be subject to the capacity standards applicable to the year in which the application is considered by the district.

A present or future sibling of a student who continues enrollment in this district may enroll in the district by submitting a Standard School Choice application.

Applications of siblings of presently enrolled choice students are subject to the provisions of this policy including the capacity standards applicable to the year in which the sibling's application is considered by the district. A sibling who enrolls in the district through Standard School choice is eligible to remain in the district until completing his/her secondary education.

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

Rejected Applications

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

An application may be provisionally rejected if it is for an opening that was included in the district's capacity resolution, but was provisionally filled by an earlier applicant. If the provisionally approved applicant subsequently does not enroll in the district, the provisionally rejected applicant could be provisionally approved and would have to meet the acceptance

requirements to be eligible to enroll in the district.

Rejection of applications shall be in writing and shall state the reason(s) for the rejection. A student whose application was rejected may request a hearing before the State Board of Education to reconsider the application which must be done, in writing to the State Board within ten (10) days of receiving the rejection letter from the district.

Any applications that are denied due to the student's resident district reaching the three percent (3%) limitation cap shall be given priority for a choice transfer the following year in the order that the district received the original applications.

Transfers Out of the District

All Standard School Choice applications shall be granted unless the approval would cause the district to have a net enrollment loss (students transferring out minus those transferring in) of more than three percent (3%) of the average daily membership on October 15 of the immediately preceding year. By December 15 of each year, ADE shall determine and notify the district of the net number of allowable choice transfers. Students are not counted for the purpose of determining the three percent (3%) cap if the student transfers from a school or district in:

- Academic Distress or classified as in need of Level 5 Intensive Support under A.C.A. § 6-18-227
- Facilities Distress under A.C.A. § 6-21-812; or
- Foster Child School Choice under A.C.A. § 6-18-233.

If, prior to July 1, the district receives sufficient copies of requests from other districts for its students to transfer to other districts to trigger the three percent (3%) cap, it shall notify each district the district received Standard School Choice applications from that it has tentatively reached the limitation cap. The district will use confirmations of approved choice applications from receiving districts to make a final determination of which applications it received that exceeded the limitation cap and notify each district that was the recipient of an application to that effect.

When the last successful application requesting to transfer out of the district before the district's three percent (3%) cap was triggered belonged to an individual who was a member of a group of siblings who applied to transfer out of the district, the district shall allow all members of the individual's sibling group to transfer out of the district even though these applications are beyond the district's transfer cap.

Facilities Distress School Choice Applications

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

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

Opportunity School Choice Transfers Into or Within the District

For the purposes of this section of the policy, a “lack of capacity” is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the ADE Rules for the Standards of Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity at the district’s school or the transfer conflicts with the provisions of a federal desegregation order applicable to the district, a student who is enrolled in or assigned to a school classified by the ADE to be in academic distress or in a district classified by ADE as in need of Level 5 Intensive Support is eligible to transfer to the school closest to the student’s legal residence that is not in academic distress or in a district classified as in need of Level 5 Intensive Support.

The student’s parent or guardian, or the student if over the age of eighteen (18), must successfully complete the necessary application process by July 30 preceding the initial year of desired enrollment.

Within thirty (30) days from receipt of an application from a student seeking admission under this section of the policy, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected. The notification shall be sent via First-Class Mail to the address on the application.

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

If the district rejects the application, the district shall state in the notification letter the specific reasons for the rejection. A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the district’s decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the district.

A student’s enrollment under Opportunity School Choice is irrevocable for the duration of the

school year and is renewable until the student completes high school or is beyond the legal age of enrollment. This provision for continuing eligibility under Opportunity Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard School Choice provisions of this policy.

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

Transfers out of, or within, the district

If a district school or the district has been classified by the ADE as being in academic distress the district shall timely notify the parent, guardian, or student, if the student is over eighteen (18) years of age, as soon as practicable after the academic distress designation is made of all options available under Opportunity Choice. The district shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the ADE as a public school or school district in academic distress.

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

SCHOOL CHOICE CAPACITY RESOLUTION

Whereas:

- The Board of Directors of the Foreman School District has approved by a vote of the board, the following capacity resolution for school choice applicants for the 2015/2016 school-year under the provisions of policy 4.5—SCHOOL CHOICE and applicable Arkansas law.
- Applicants, whose applications meet the provisions of policy 4.5—SCHOOL CHOICE, will be sent a provisional acceptance notification letter which will give instructions on the necessary steps and timelines to enroll in the district. Provisional acceptance shall be determined prior to July 1 with a final decision to be made by July 1 based on the district's available capacity for each academic program, class, grade level, and individual school.

- Applications that are not received on or before May 1, are to a student's resident district that has declared itself exempt due to an existing desegregation order, or, the acceptance of which would exceed the applicant's resident district's statutory limitation on student transfers out of its district will not be accepted.
- The district reserves to itself the ability to determine, based on an examination of student records obtained from the prior district, and other information, whether any student would require a different class, course or courses, program of instruction, or special services than originally applied for; If such an examination determines that capacity has been reached in the appropriate class, course or program of instruction, or that additional staff would have to be hired for the applicant, the district shall rescind the original provisional acceptance letter and deny the Choice transfer for that student.
- The district reserves to itself the ability to decline to accept under school choice any student; whose acceptance would require the district to add additional staff, for any reason.

Facilities Distress Choice Applications

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

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

Opportunity School Choice Transfers Into or Within the District:

For the purposes of this section of the policy, a "lack of capacity" is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the ADE Rules for the Standards of Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity at the district's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the district, a student who is enrolled in or assigned to a school classified by the ADE to be in academic distress is eligible to transfer to the school closest to the student's legal residence that is not in academic distress. The student's parent or guardian, or the student if over the age of eighteen (18), must successfully completed

the necessary application process by July 30 preceding the initial year of desired enrollment.

Within thirty (30) days from receipt of an application from a student seeking admission under this section of the policy, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected. The notification shall be sent via First-Class Mail to the address on the application.

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

If the district rejects the application, the district shall state in the notification letter the specific reasons for the rejection. A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the district's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the district.

A student's enrollment under Opportunity School Choice is irrevocable for the duration of the school year and is renewable until the student completes high school or is beyond the legal age of enrollment. This provision for continuing eligibility under Opportunity Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard Choice provisions of this policy.

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

Transfers out of, or within, the District

If a district school has been classified by the ADE as being in academic distress or the district has been classified by ADE as in need of Level 5 Intensive Support, the district shall timely notify the parent, guardian, or student, if the student is over eighteen (18) years of age, as soon as practicable after the academic distress or in need of Level 5 Intensive Support designation is made of all options available under Opportunity Choice.

The district shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school district that has not been classified by the ADE as a public school in academic distress or school district in need of Level 5 Intensive Support.

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

Unsafe School Choice Program

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

Compulsory Attendance

Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (RESIDENCE REQUIREMENTS), within the district shall enroll and send the child to a district school with the following exceptions.

- 1) The child is enrolled in private or parochial school.
- 2) The child is being home-schooled and the conditions of policy (4.6-HOME SCHOOLING) have been met.
- 3) The child will not be age six (6) on or before August 1 of that particular school year and the parent, 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.
- 4) The child has received a high school diploma or its equivalent as determined by the State Board of Education.
- 5) The child is age sixteen (16) or above and is enrolled in a post-secondary vocation-technical institution, a community college, or a two-year or four-year institution of higher education.
- 6) The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A. C. A. 6-18-201 (b)

TRANSFERS

The Foreman District shall review and accept or reject requests for transfers, both into and out of the district, on a case-by-case basis at the July and December regularly scheduled board meetings.

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

provided in the affected school. The district shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

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.

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

HOME SCHOOL

Enrollment in Home School

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

1. At the beginning of each school year, but no later than August 15 188760696. 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 absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

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

- Electronically, including without limitation by email
- By mail; or
- In person.

The notice shall include:

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

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

Enrollment or Re-Enrollment in Public School

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

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

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

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

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

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

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

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

EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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

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

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

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

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the district if the superintendent of the student's resident district and the superintendent of the district both agree in writing to allow the student to participate in interscholastic activities at the district.

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

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students.

Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one course in the district's school where the student is intending to participate in an interscholastic activity.

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

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

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

- standards of behavior and codes of conduct
- attend the practices for the interscholastic activity to the same extent as is required of traditional students
- required drug testing
- permission slips, waivers, physical exams; and
- participation or activity fees.

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

- a. Immediately upon being approved for participation for all interscholastic activities other than athletic activities; and

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

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

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

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

ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

The district allows private school and home school students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the district to attend academic courses offered in grades 7-12. The district will place a list of courses that a private school or home school student may request to attend on its website by:

1. June 1 for courses to be offered during the Fall semester; and
2. November 1 for courses to be offered during the Spring semester.

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

- a. August 1 for Fall semester courses; or
- b. December 1 for Spring semester courses.

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

- Require the addition of staff or classrooms;
- Exceed the capacity of a program, class, grade level, or school building;
- Cause the district to provide educational services the district does not currently provide; or
- Cause the district to be out of compliance with applicable laws and regulations regarding desegregation.

Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home school student's request to attend academic course(s), the

district will date and time stamp the request for attendance. If a private school or home school student is denied attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the district will use the date and time stamp on the request for attendance to determine the private school or home school student who will be notified of an opening in the requested course.

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

- Indicate the course(s) the private school or home school student is interested in attending
- If the course(s) the private school or home school student is interested in attending is being offered by the district in both a physical and a digital format, whether the private school or home school student intends to attend the physical course or the digital course
- Agree to follow the district's discipline policies; and
- Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS. In addition to the documentation methods provided in Policy 4.57, a home school student may submit a letter to the superintendent, or designee, stating an objection to immunizations and listing the immunizations the student has received, if any.

A private school or home school student who fails to attend an academic course by the eleventh (11) day of class shall be dropped from the course.

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

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

INSURANCE

School insurance is provided for each student. Our insurance policy is a limited coverage and will pay only after your personal insurance has paid. Our policy will not cover 100% of the remaining bill only a portion of what is reasonable and customary. Forms may be obtained in the High School Office. Any and all claims must be filed within 90 days of the injury.

ABSENCES

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

Education is more than the grades students receive in their courses. Important as that is, student's 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.

Absences for students enrolled in digital courses shall be determined by the online attendance

and time the student is working on the course rather than the student's physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the district's truancy policy.

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement to the principal

or designee upon his/her return to school from the parent or legal guardian stating such reason. A written statement presented for an absence having occurred more than (5) school days prior to its presentation will **not** be accepted.

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family
3. Observance of recognized holidays observed by the student's faith
4. Attendance at an appointment with a government agency
5. Attendance at a medical appointment
6. Exceptional circumstances with prior approval of the principal; or
7. Participation in an FFA, FHA, or 4-H sanctioned activity
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.

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

Unexcused Absences

Absences not defined above or not having an accompanying note from the parent or legal guardian, presented in the timeline required by this policy, shall be considered as unexcused absences. Students with (4) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has (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 absences 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.

At any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administrator or designee. Students who attend in-school suspension shall not be counted absent for those days.

Days missed due to out-of-school suspension or expulsion shall **not** be unexcused absences. The district shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school. The Department of Finance and Administration is required to suspend the former student's operator's license unless he/she meets certain requirements specified in the statute.

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.

TARDIES

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

which compromises potential student achievement.

A student that is more than five (5) minutes late to a class is considered absent from that class.

CLOSED CAMPUS

All schools in the district shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless given permission to leave the campus by a school official. Students must sign out in the office upon their departure. Students will not be allowed to go with parents/guardians to lunch. **Meals may not be delivered to students.**

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 to assure that attendance of students at meetings is voluntary.

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

MAKE-UP WORK

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

- 1 Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
- 2 Teachers are responsible for providing the missed assignments when asked by a returning student.
- 3 Students are required to ask for their assignments on their first day back at school or their first class day after they return.
- 4 Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
- 5 Students shall have one class day to make up their work for each class day they are absent.
- 6 Out-of-school suspension student's make-up work will not exceed credit of 70%. All make-up work is due two days following the student's return.
- 7 Students are responsible for turning in their make-up work without the teacher having to ask for it.
- 8 Students who are absent on the day an assignment is due must turn in their work the day they return to school.
- 9 As required/permitted by the student's Individual Education Program or 504 Plan.

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

Work missed while a student is expelled from school may not be made up for credit and students shall receive a zero for missed assignments.

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

EQUAL EDUCATIONAL OPPORTUNITY

No student in the Foreman School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the district. The district has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to the Superintendent Pat Tankersley, who may be reached at 870-542-7211.

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

COLLEGE DAYS:

Senior students will be allowed one (1) day per term/semester during the school year and juniors will be allowed (1) day per year. An approved college day will be a school related absence and not count against the student's attendance. In order to receive a college day, a senior student

must meet the following requirements.

1. The junior or senior student must have an over-all 2.0 G.P.A.
2. The junior or senior student must have a signed permission slip from their parent/guardian turned in to the principal for approval, two (2) days prior to the college visit.
3. The college day must be pre-approved with the college or institution before scheduling a college day visit.
4. The junior or senior student must return to school with written proof or a statement form from the college or institution visited.
5. College Days **may not be taken** during scheduled testing.
6. Assignments due on the day of the college day visit must be completed before the absence or turned in the day the student returns or at the teachers discretion.
7. If a student fails to do the required work, he/she will receive zeros for the missed day(s).

PRIVACY OF STUDENT'S RECORDS/DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' educational records are available for inspection and copying by the parents of any student who is under the age of eighteen (18), at or after as student is age eighteen (18) the right to inspect and copy a student's record transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's educational records will be allowed to do so within no more than forty- five (45) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

The district shall receive written permission before releasing educational records to any agency or individual not authorized by law to receive and/or view the educational records without prior parental permission. The district shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of, personally identifiable information ("PII") from the educational records of each student. Disclosure of educational records is authorized by law to school officials with legitimate educational interests.

A personal record kept by a school staff member is **NOT** considered an educational record if it meets the following tests:

- it is in the sole possession of the individual who made it;
- it is used only as a personal memory aid; and
- Information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute.

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

a discipline or grievance committee, or assisting another school official in performing his or her tasks.

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

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

For the district to release the student's PII without getting permission:

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

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

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

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

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

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final.

A challenge to accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his designee.

If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record.

The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

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

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

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

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

The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the district from disclosing or requiring a student to

disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

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

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

SPECIAL EDUCATION

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, as required under the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Arkansas Statutes.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

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

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

INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY

Definition

For the purposes of this policy, "electronic device" means anything that can be used to transmit or capture images, sound, or data.

The district makes electronic device(s) and/or electronic device internet access available to students, to permit students to perform research and to allow students to learn how to use electronic device technology. Use of district electronic devices is for educational and/or instructional purposes only.

Student use of electronic device(s) shall only be as directed or assigned by staff or teachers; students are advised that they enjoy no expectation of privacy in any aspect of their electronic device use, including email, and that monitoring of student electronic device use is continuous.

No student will be granted internet access until and unless an internet and electronic device use agreement, signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file. The current version of the internet and electronic device use agreement is incorporated by reference into board policy and is considered part of the student handbook.

Technology Protection Measures

The district is dedicated to protecting students from materials on the internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors, therefore, it is the policy of the district to protect each electronic device with internet filtering software that is designed to prevent students from accessing such materials. For purposes of this policy, “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

(A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

(B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

(C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use and Safety

The district is dedicated to ensuring that students are capable of using the internet in a safe and responsible manner. The district uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and internet use including, but not limited to:

- interacting with other individuals on social networking websites and in chat rooms;
- Cyber bullying awareness; and
- Cyber bullying response.

Misuse of Internet

The opportunity to use the district’s technology to access the internet is a privilege and not a right. Students who misuse electronic devices or internet access in any way will face disciplinary action, as specified in the student handbook and/or internet safety and electronic device use agreement. Misuse of the internet includes:

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district’s technology network security or internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student’s own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the internet or in an email unless it is a necessary and integral part of the student’s academic endeavor. Personally identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the internet safety and electronic device use agreement.

INTERNET USE and ELECTRONIC DEVICE AGREEMENT

***A copy of the Internet Use Agreement will be included in the student registration packet for the student and parent/guardian to sign. The agreement will be housed in their student file in the office.

The Foreman School District agrees to allow the student identified above (“Student”) to use the district’s technology to access the Internet under the following terms and conditions which apply whether the access is through a district or student owned electronic device: (as used in this Agreement, “electronic device” means anything that can be used to transmit or capture images, sound, or data):

1. Conditional Privilege: The Student’s use of the district’s access to the internet is a privilege conditioned on the student’s abiding to this agreement. No student may use the district’s access to the internet whether through a district or student owned electronic device unless the student and his/her parent or guardian have read and signed this agreement.
2. Acceptable Use: The Student agrees that he/she will use the District’s Internet access for educational purposes only. In using the internet, the Student agrees to obey all federal and state laws and regulations. The Student also agrees to abide by any internet use rules instituted by the Student’s school or class, whether those rules are written or oral.
3. Penalties for Improper Use: If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action.
4. “Misuse of the District’s access to the Internet” includes, but is not limited to, the following:
 - a. using the internet for other educational purposes
 - b. gaining intentional access or maintaining access to materials which are “harmful to minors” as defined by Arkansas law

- c. using the internet for illegal activity, including computer hacking and copyright or intellectual property law violations
- d. making unauthorized copies of computer software
- e. accessing “chat lines” unless authorized by the instructor for a class activity directly supervised by a staff member
- f. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others
- g. posting anonymous messages on the system
- h. using encryption software
- i. wasteful use of limited resources provided by the school including paper
- j. causing congestion of the network through lengthy downloads of files
- k. vandalizing data or another user
- l. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks
- m. gaining or attempting to gain unauthorized access to resources or files
- n. identifying oneself with another person’s name or password or using an account or password of another user without proper authorization
- o. invading the privacy of individuals
- p. divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student’s academic endeavor. Personally identifying information includes full names, address, and phone number.
- q. using the network for financial or commercial gain without the districts permission.
- r. theft or vandalism of data, equipment, or intellectual property
- s. attempting to gain access or gaining access to student records, grades, or files
- t. introducing a virus to, or otherwise improperly tampering with the system
- u. degrading or disrupting equipment or system performance
- v. creating a web page or associating a web page with the school or school district without proper authorization
- w. providing access to the District’s Internet Access to unauthorized individuals
- x. failing to obey school or classroom internet use rules; or
- y. taking part in any activity related to internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools.
- z. Installing or downloading software on district computers without prior app

5. Liability for debts: Students and their signers shall be liable for any and all costs (debts) incurred through the student’s use of the computers or access to the internet including penalties for copyright violations.

6. No Expectation of Privacy: The student and parent/guardian signing below agree that if the student uses the internet through the district’s access, that the student waives any right to privacy the student may have for such use. The student and the parent/guardian agree

that the district may monitor the student's use of the District's Internet Access and may also examine all system activities the student participates in, including but not limited to e-mail, voice, and video transmissions, to ensure proper use of the system. The district may share such transmissions with the student's parents/guardians.

7. No Guarantees: The district will make good faith efforts to protect children from improper or harmful matter which may be on the internet. At the same time, in signing this agreement, the parent and student recognize that the district makes no guarantees about preventing improper access to such materials on the part of the student.

8. Signatures: We, the persons who have signed below, have read this agreement and agree to be bound by the terms and conditions of this agreement.

USE OF COPYRIGHTED MATERIALS

Use of Copyrighted Work in Face-to-Face Classroom

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

Use of Copyrighted Works in Digital Transmissions Definitions

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

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

"Course packs" are premade compilations of book excerpts; newspaper, magazine, and journal articles; and instructor-authored materials.

"Mediated Instructional activities" includes textbooks, workbooks, and course packs.

"Transmission" is the remote accessing, whether on or off campus, by students of a copyrighted work by means of a closed circuit television, an educational television channel, or in a digital

format on a password protected secure webpage.

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

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

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

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

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

- A. The use of the copyrighted work(s), whether in whole or in part, must be a part of regular classroom instruction and must be directly related and of material assistance to the course content;
- B. The extent of a copyrighted work that is used must comply with one or more of the following criteria:
 - The entirety of a non-dramatic literary or musical work may be used. A non-dramatic literary work includes poems and short stories. A non-dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.

- Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary and musical works may only be used in the same amount as set forth in the requirements for a face-to-face classroom while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.
 - Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
 - Works primarily produced or marketed for use in the digital education market may not be transmitted.
 - Works the teacher had knowledge or reasonably believes to be unlawfully made or acquired may not be used.
 - Mediated Instructional activities may not be transmitted.
- C. A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status:
- Course syllabus
 - Home webpage for the course
 - Webpage for the particular class session; and/or
 - Webpage with the copyrighted work.

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

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

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

WEB SITE PRIVACY POLICY

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

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

Photographs of students, when associated with the student's name, shall not be displayed on any page of the district's school web site without the prior written consent of the parent (or the student if 18 or older).

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

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.

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 endorses such things as tobacco, alcohol, or drugs.
2. Material may not be forbidden if the offensive portions may also be found in material that is made available to students through school facilities, i.e. the school library or course work.
3. The material shall not be critical of school or administration personnel if there is a reasonable forecast that such criticism will result in a disruption of normal school operations.
4. Prohibited publications include:
 - a. Those that are obscene to minors as defined by state law
 - b. Those that are libelous or slanderous, as defined by state law, including material containing defamatory falsehoods about public figures or government 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 so incite students as to create a clear and present danger of the commission of unlawful acts on the school premises.
 - e. The violation of lawful school regulations
 - f. The material and substantial disruption of the orderly operation of the school
 - g. 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 plus they shall:

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

of the district.

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

A student or group of students who distribute ten (10) or fewer copies of the same non-school literature, publications, or material (hereinafter “non-school materials”), shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school materials shall have school authorities review their non-school materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school materials, prior to their distribution and will bar from distribution those non-school materials that are obscene, libelous, pervasively indecent, or advertised unlawful products or services.

Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression
2. Be uniformly applied to all forms of non-school materials
3. Allow no interference with classes or school activities
4. Specify times, places, and manner where distribution may and may not occur; and
5. Not inhibit a person’s right to accept or reject any literature distributed in accordance with the regulations
6. Students shall be responsible for the removal of excess literature that is left at the distribution point for more than two (2) days.

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 time lines for the review of materials.

DISTRICT WEBSITE

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

The Foreman School District website shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the district’s site may only be to another educational site. The website shall not use “cookies” to collect or retain

identifying information about visitors to its website nor shall any such information be given to “third parties.” Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

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

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

1. All pages on the district’s website may contain advertising and links only to educational sources.
2. The district’s home page shall contain links to existing individual school’s web pages and the school home pages shall link back to the district’s home page.
3. The district’s home page may also include links to educational extracurricular organization’s web pages, which shall also link back to the district’s home page.
4. Photos along with the student’s name shall only be posted on web pages after receiving written permission from the student’s parents or the student if the student is over the age of eighteen (18).
5. The district’s web server shall host the Foreman School District’s website.
6. No web page on the district website may contain public message boards or chat rooms.
7. All web pages on the district website shall be constructed to download in a reasonable length of time.
8. The district’s home page shall contain a link to a privacy policy notice, which must be placed in a clear and prominent place and manner.
9. With the exception of students who may retain the copyright of material they have created that is displayed on a district web page, all materials displayed on the district web site are owned by Foreman School District.
10. Included on the District’s web site shall be:
 - a. Local and state revenue sources
 - b. Administrator and teacher salary and benefit expenditure data
 - c. District balances, including legal balances and building fund balances
 - d. Minutes of regular and special meetings of the school board
 - e. The district’s budget for the ensuing year
 - f. A financial breakdown of monthly expenditures of the district
 - g. The salary schedule for all employees including extended contract and supplementary pay amounts
 - h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees
 - i. The district’s annual budget
 - j. The annual statistical report of the district

- k. The district's personnel policies
- l. The annual School Performance Report
- m. School-Level Improvement Plans
- n. The School District Support Plan
- o. Student discipline policies
- p. Student service plan
- q. The district financial policies
- r. Student handbooks
- s. The Annual Report to the Public; and
- t. The parent, family, and community engagement plan.

The information and data required for items A through K in 9 above shall be the actual data for the previous two (2) school-years and the projected data for the current school-year.

Before July 15 of each year, the district shall post on its website the following information:

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

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

CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of the current court orders granting unsupervised visitation may eat lunch, volunteer in the child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5 and any other policies that may apply.

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

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

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

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

In instances other than those related to cases of suspected child abuse, principals must release student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of states social services or an agent of a court jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement

personnel or state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

Contact by Professional Licensure Standards Board Investigators

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

VISITORS TO THE SCHOOLS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit district schools. For the protection of all students and to minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office, **sign in, and receive a visitor's badge**. No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10.

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

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

The district has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.

STUDENT VISITORS

Student visitors in the classroom can be disruptive to the educational process. Student visitation is strongly discouraged. Any visitation to the classroom shall be allowed only with the permission of the school principal.

DISCIPLINE

The Foreman Board of Education has a responsibility to protect the health, safety, and welfare of the district's students and employees. To help maintain a safe environment conducive to high student achievement, the board establishes policies necessary to regulate student behavior to

promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school sponsored function, activity, or event; going to and from school or a school activity.

The district's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to a felony or an act that would be considered a felony if committed by an adult, an assault or battery, drug law violations, or sexual misconduct of a serious nature. Any disciplinary action pursued by the district shall be in accordance with the student's appropriate due process rights.

The district's licensed personnel policy committee shall review the student discipline policies annually and may recommend changes in the policies to the Foreman School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

The district's student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student's parent or legal guardian shall sign and return to the school an acknowledgement form documenting that they have received the policies.

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision.

If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.

Note: Consequences of the district's code of student conduct will range from a minimum of reprimands/conferences to a maximum of expulsion.

CORPORAL PUNISHMENT

The Foreman School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or his/her designated staff members who are required to have a state-issued license as a condition of their employment.

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

refute the charges.

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

BEHAVIOR NOT COVERED

The school district reserves the right to punish behavior which is not conducive to good order and discipline in the schools, even though such behavior is not specified in the preceding written rules.

EXCESSIVE OFFICE REFERRALS

The school district reserves the right to consider the number of office referrals any student has when determining punishment. Excessive office referrals shall be punished at an administrator's discretion.

EXCESSIVE IN SCHOOL SUSPENSION (ISS) DAYS

The school district reserves the right to consider the number of In-School Suspension days any student has when determining punishment. Excessive ISS days will result in Alternative Learning Environment (ALE) or Out of School Suspension (OSS) consideration at the administrations discretion.

GROUP HEARINGS FOR SUSPENSION OR EXPULSION

When two or more students are charged with violating the same rule and have acted in concert and the facts are basically the same for all students, a single hearing may be conducted for them, if the president of the board believes the following:

- 1). A single hearing will not likely result in confusion
- 2). No student will have his/her interest substantially prejudiced by the group hearing

DISCIPLINE OF STUDENTS WITH DISABILITY

In the establishment of the discipline policies the Foreman School recognizes that in case of diagnosed handicapped students, the provisions the Individuals with Disabilities Education Improvement Act of 2004 will prevail. In those cases required adjustments in the policies will be

made in line with the student's handicapped condition.

BUS TRANSPORTATION POLICY

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.

State transportation regulation must be observed at all times. In addition, because of dangers or inconveniences involved, the following local regulations are in effect:

- 1) Students must report directly to the loading zone, located by the cafeteria when school is dismissed,
- 2) Students are expected to behave properly while riding a bus. Any student not behaving properly may have his/her privileges revoked and/or be disciplined by the principal
- 3) The use and/or possession of tobacco products is not allowed on the bus
- 4) Students must remain seated while the bus is in motion. Students are not to put any part of their anatomy out of the window of the bus
- 5) Students are not to deface the bus or any school property
- 6) Students are not to request to be let off at any place other than their regular stop
- 7) Visitors are not allowed on the buses unless except in the event of an emergency
- 8) Load and unload buses as instructed by the driver
- 9) Act 814 makes it a misdemeanor for students or adults to threaten or use abusive language to a school bus driver in the presence of students.

“Consequences for bus rider violations are listed in the “Code of Student Conduct.”

DISRUPTION OF SCHOOL

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

Disorderly activities by any student or group of students or group of students that adversely affect the school's orderly educational environment shall not be tolerated at any time on school grounds. Teachers may remove from class and send to the principal or principal's designee office a student whose behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's

classmates to learn. Students who refuse to leave the classroom voluntarily will be escorted from the classroom by the school administration.

ASSAULT OR BATTERY

A student shall not threaten, physically abuse, or attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor). Any gesture, vulgar, abusive or insulting language, taunting, threatening, harassing, or intimidating remarks by a student toward another person that threatens their well-being is strictly forbidden. This includes, but is not limited to, fighting, racial, ethnic, religious, or sexual slurs.

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common understanding, is calculated to

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

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

WEAPONS AND DANGEROUS INSTRUMENTS

No student shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon while in school, on or about school property, before or after school, in attendance at school or any school sponsored activity, in route to or from school or any school sponsored activity, off the school grounds at any school bus stop, or at any school sponsored activity or event. Military personnel, such as ROTC cadets, acting in the course of their official duties are exempted.

A weapon is defined as any firearm, knife, razor, ice pick, dirk, box cutter, nun chucks, pepper spray, mace, or other noxious spray, explosive, taser or other instrument that uses electrical current to cause neuromuscular incapacitation, or any other instrument or substance capable of causing bodily harm.

For the purposes of this policy, "firearm" means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.

Possession means having a weapon, as defined in this policy, on the student's body or in an area under his/her control. If, a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the

school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of not less than one year.

The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property.

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

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

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

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 real property owned or leased by a district school, including school buses owned or leased by the district, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures. With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

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 Foreman School District shall possess, attempt to possess, consume, use distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy. This policy applies to any student who; is on or about school property; is in attendance at school or any school sponsored activity; has left the school campus for any reason and returns to the campus; 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 or any ingestible matter that alter a student's ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, "designer drugs," look-alike drugs, or any controlled substance.

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.

GANGS AND GANG ACTIVITY

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

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

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

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

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

BULLYING

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

activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

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

Definitions:

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

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

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

Electronic act means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment.

Electronic acts of bullying are prohibited 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.

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

Substantial disruption means without limitation that any one or more of the following occur as

a result of the bullying:

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

Cyberbullying of School Employees

Is expressly prohibited and includes, but is not limited to:

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

Examples of “Bullying” may also include but are not limited to a pattern of behavior involving one or more of the following:

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

11. Sexual harassment, as governed by policy 4.27, is also a form of bullying
12. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut" "You are so gay," "Fag", "Queer").

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

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

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

Notice of what constitutes bullying, the district's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice.

Copies of this policy shall be available upon request.

STUDENT SEXUAL HARASSMENT

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

The district believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the district shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment.

The informational materials and training on sexual harassment shall be age appropriate and,

when necessary, provided in a language other than english or in an accessible format. The informational materials and training shall include, but are not limited to: the nature of sexual harassment; the district's written grievance procedures for complaints of sexual harassment; that the district does not tolerate sexual harassment; that students can report inappropriate behavior of a sexual nature without fear of adverse consequences; the redress that is available to the victim of sexual harassment; and the potential discipline for perpetrating sexual harassment.

“Sexual harassment” means conduct that is:

1. Of a sexual nature, including, but not limited to:
 - a. Sexual advances
 - b. Requests for sexual favors
 - c. Sexual violence; or
 - d. Other personally offensive verbal, visual, or physical conduct of a sexual nature
2. Unwelcome; and
3. denies or limits a student's ability to participate in or benefit from any of the district's educational programs or activities through any or all of the following methods:
 - a. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
 - b. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or
 - c. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creates an intimidating, hostile, or offensive academic environment.

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

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

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

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

- Discussions of sexual experiences
- Rating other students as to sexual activity or performance
- Circulating or showing e-mails or Web sites of a sexual nature
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will provide assistance on the complaint process. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment.

Complaints will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to: individuals who are responsible for handling the district's investigation to the extent necessary to complete a thorough investigation; the extent necessary to submit a report to the child maltreatment hotline; the Professional Licensure Standards Board for complaints alleging sexual harassment by an employee towards a student; or the extent necessary to provide the individual accused in the complaint due process during the investigation and disciplinary processes. Individuals who file a complaint have the right to request that the individual accused of sexual harassment not be informed of the name of the accuser; however, individuals should be aware that making such a request may substantially limit the district's ability to investigate the complaint and may make it impossible for the district to discipline the accused.

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

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

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

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

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

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

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

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

POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.

To protect the security of statewide assessments, no electronic device as defined in this policy shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan; this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions.

As used in this policy, "electronic devices" means anything that can be used to transmit or capture images, sound, or data.

Misuse of electronic devices includes, but is not limited to:

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor
2. Permitting any audible sound to come from the device when not being used for reason #1 above
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores
4. Using the device to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

Use of an electronic device is permitted to the extent it is approved in a student's (IEP) or it is

needed in an emergency that threatens the safety of students, staff, or other individuals.

Before and after normal school hours, possession of electronic devices is permitted on the school campus. The use of such devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

A parent shall obtain approval from the student's building principal before operating a student-tracking safety device at school or at a school-sponsored event if the device has recording or listen-in capability. The district requires the device's recording and listen-in technology to be disabled while the device is on the campus or at the school-sponsored event because of student privacy concerns. The district prohibits unauthorized audio or visual recordings or transmission of audio or images of other students. The student's parent shall agree in writing to the requirement for the device's recording and listening-in technology to be disabled and that the district may prohibit future use of the device on campus or at a school-sponsored activity if it is determined that the device's recording or listening-in capabilities were used in violation of this policy before the student safety tracking device may be on campus or at a school-sponsored event.

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the content contained on any electronic devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32 SEARCH, SEIZURE, and INTERROGATIONS.

Students who use a school issued cell phones and/or computers for non-school purposes, except as permitted by the district's internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.

No student shall use any wireless communication device for the purposes of browsing the internet, composing or reading emails and text messages, or making or answering phone calls while driving a motor vehicle that is in motion and on school property. Violation may result in disciplinary action up to and including suspension.

Additional Usage

Students will be allowed to use cell phones before the morning bell at 7:55 a.m. and after the last bell in the afternoon at 3:15 p.m. Students will also be permitted to use their cell phones outside during their lunch periods. Students will be allowed to have their phone in their possession as

long as it does not interfere with the positive and orderly environment of the classroom.

LASER POINTERS

Students shall not possess any hand held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; en route to or from any school-sponsored activity; off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the district.

SUSPENSION FROM SCHOOL

Students who are not present at school cannot benefit from the educational opportunities the school environment provides. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs.

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

A student may be suspended for behavior including, but not limited to, that

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

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

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

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

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

student:

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

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

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

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

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

The district shall keep a log of contacts attempted and made to the parent or legal guardian.

During the period of their suspension, students serving out-of-school suspension (OSS) shall not be permitted on campus except to attend a student/parent/administrator conference.

During the period of their suspension, students serving in-school suspension shall not attend or participate in any school-sponsored activities during the imposed suspension. Failure to follow this policy will result in additional days of suspension added onto the original suspension.

Suspensions initiated by the principal or his/her designee may be appealed to the Superintendent, but not to the board.

Suspensions initiated by the Superintendent may be appealed to the board.

EXPULSION

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

- Deemed to be of such gravity that suspension would be inappropriate

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

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

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

Is the act of bringing a firearm on school campus the Superintendent or his/her designee shall give written notice to the parents or legal guardians (mailed to the address reflected on the district's records) that he/she will recommend to the Board of Education that the student be expelled for the specified length of time and state the reasons for the recommendation to expel. The notice shall give the date, hour, and place where the Board of Education will consider and dispose of the recommendation.

The hearing shall be conducted not later than ten (10) school days following the date of the notice, except that representatives of the board and student may agree in writing to a date not conforming to this limitation. The President of the Board, Board Attorney, or other designated board member shall preside at the hearing. The student may choose to be represented by legal counsel. Both the district administration and School Board also may be represented by legal counsel.

The hearing shall be conducted in open session of the board unless the parent, or student if age eighteen (18) or older, request that the hearing be conducted in excessive session. Any action taken by the board shall be in open session.

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

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of not less than one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a weapon policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

SEARCH, SEIZURE, AND INTERROGATIONS

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

School property shall include, but not be limited to, lockers, desks, and parking lots, as well as personal effects left there by students.

When possible, prior notice will be given and the student will be allowed to be present along with an adult witness, however, searches may be done at any time with or without notice or the student's consent. A personal search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

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

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

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

If the district makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis on student enrollment forms.

The principal or the principal's designee shall attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian,

custodian, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes against Children Division of the Department of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency.

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 designees, and leave both a day and an after-hour telephone number.

SNIFF DOGS: (Search & Seizure)

1. No Arkansas case has been litigated in the federal court, the Eighth Circuit Court of Appeals, or United States Supreme Court on "sniff dog" searches.
2. "Sniffing" by trained dogs in public hallways or autos in public lots is not a search. (The Fourth Amendment requirements do not apply).
3. "Sniffing" of a student/person is a search and the legality of such sniffing can only be defended if there is reasonable suspicion that the search will produce evidence that the student is violating the law or school rules.

1st Offense Consequence: Use only if there is reasonable suspicion. If drugs or contraband material are found, student will be subject to school discipline policies and guidelines.

VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the

student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles.

Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies authorized in this policy.

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than 10 days after they were created.

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

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

STUDENTS' VEHICLES

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

Students must fill out and turn in a vehicle registration form. They will also be required to purchase a vehicle identification tag for ten (\$10.00) dollars. When parked on campus, the tag must be visible by either hanging on the rearview mirror or placing on the dash of the registered vehicle. When driving a temporary vehicle, place the tag accordingly in the vehicle and let the office know how long you will be driving the vehicle. In the event that a new vehicle is purchased, a complete re-registration will be required. Renew yearly.

Students are not permitted to loiter in parking areas and are not to return to their vehicles during the school day for any reason unless given permission to do so by school personnel. In the course of a violation, law enforcement will be notified.

It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on a school campus will be held accountable for illegal substances or any other item prohibited by district policy found in their vehicle. The act of a student parking a vehicle on campus is a grant of permission for school or law enforcement authorities to search that vehicle.

PHYSICAL EXAMINATIONS OR SCREENINGS

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

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

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

WELLNESS POLICY

The health and physical well-being of students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

The problem of obesity and inactivity is a public health issue. The Board of Directors is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Arkansas Department of Education (ADE), but with the community and its residents, organizations and agencies. Therefore, the district shall enlist the support of the larger community to find solutions that improve the health and physical activity of our students.

Wellness Committee

To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way to ensure age-appropriate recommendations are made that correlate to the district's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference. The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the Centers for Disease Control' (CDC) School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment

shall be included in each school's ACSIP, provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the ACSIP.

The SNPAAC shall be made up of Individuals from the following groups to the extent interested persons from each group desire to be included in the development, implementation, and periodic review of the District's wellness policy:

- Members of the District's Board of Directors
- School administrators
- School nutrition personnel
- Teacher organizations
- Teachers of physical education
- Parents
- Students
- Professional groups (such as nurses)
- School health professionals (such as school nurses, school counselors, and social workers); and
- Community members.

The SNPAAC shall provide written recommendations to the District's Child Nutrition Director concerning menus and other foods sold in the school cafeteria. Such recommendations shall be based, at least in part, on the information the Committee receives from the district on the requirements and standards of the National School Lunch Program and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.

The SNPAAC will meet at least quarterly. Meeting dates for the SNPAAC will be placed on the District's calendar.

School Health Coordinator

To assist the SNPAAC in ensuring that the district fulfills the requirements of this policy, a district level School Health Coordinator (Designated District Official) shall be appointed. In addition, a school level School Health Coordinator shall be appointed who shall be responsible for assisting the District level School Health Coordinator in ensuring that each school fulfills the requirements of this policy.

Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols. To promote nutrition, physical activity, and other school based activities that will improve student wellness, the district, working with the SNPAAC, has established the following goals:

1. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum
2. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity
3. Strive to improve the quality of physical education curricula and increase the training of physical education teachers
4. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12
5. Not use food or beverages as rewards for academic, classroom, or sports performances
6. Establish class schedules and bus routes that do not directly or indirectly restrict meal access
7. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
8. Abide by the current allowable food and beverage portion standards
9. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's (USDA) Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria
10. Restrict access to competitive foods as required by law and Rule
11. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of competitive foods.
12. Provide professional development to all district staff on the topics of nutrition and/or physical activity
13. Utilize the School Health Index available from the CDC to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students.

Food and Beverages Outside of the District's Food Service Programs

The district will insure that drinking water is available without charge to all students throughout the school including, but not limited to, in the district's food service areas.

All food and beverages sold to students on school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages sold in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

All food and beverages provided, but not sold, to students on the school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks

requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages provided in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

Up to a maximum of nine (9) times per school year, school administration may schedule school wide events where food and beverages provided to students are not required to meet the Federal Smart Snacks standards during the scheduled time. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar.

Food and beverages outside of the district's food service programs may not be sold, served, or provided to students in the district's food service areas during meal times.

Elementary students shall not have in-school access to vending machines.

The district does not place nutrition restrictions on food or beverages brought from home that are intended for personal consumption only.

Advertising

In accordance with the USDA regulations, oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product that are made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product shall only be permitted on school campus during the school day if they meet or exceed the Federal Smart Snacks standards. This restriction does not apply to:

- Materials used for educational purposes in the classroom, including, but not limited to
 - The use of advertisements as a media education tool; or
 - Designing and implementing the health or nutrition curriculum
- Clothing, apparel, or other personal items used by students and staff
- The packaging of products brought from home for personal consumption; and
- Currently existing advertisements on school property, including but not limited to, the exterior of vending machines, posters, menu boards, coolers, trash cans, cups used for beverage dispensing, and other food service equipment; however, all future contracts and replacement items shall meet the Federal Smart Snacks standards.

Community Engagement

The district will work with the SNPAAC to:

- a. Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.
- b. Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children
- c. Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games; and
- d. Encourage the development of and participation in family-oriented community-based physical activity programs.

The district will annually inform the public:

- Of the web address where the policy is located
- Of any changes made to this policy since the previous year
- Of the health and wellness priority goals in the District's ACSIP
- That a printed copy of the policy may be picked up at the District's central office; and
- The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts.

Assessment of District's Wellness Policy

At least once every three years, with input from the SNPACC, the district shall assess both the district as a whole and individual schools' status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the district's ACSIP. The assessment shall be based, at least in part, on:

- The extent to which district schools are in compliance with this policy
- The extent to which this policy compares to other model local school wellness policies
- The annual reviews of this policy based on modules 1, 2, 3, 4, and 8 of the CDC's School Health Index; and
- A description of the progress made in attaining the goals of this policy.

On the years the assessment occurs, the assessment results shall be reported to the public, including parents, students, and other members of the community as part of the district's annual report to the public.

The district will update the wellness policy based on the results from the three (3) year assessment.

District Website

The district will place on its website:

- The name, district phone number, and district email address for the District Level School Health Coordinator
- The names, district phone numbers, and district email addresses for the School Level School Health Coordinators
- The names of the members of the SNPAAC
- Meeting dates for the SNPAAC
- Information on how community members may get involved with the SNPAAC
- A copy of this policy
- A copy of the annual review of this policy based on modules 1, 2, 3, 4, and 8 of the CDC's School Health Index; and
- A copy of the most recent three (3) year assessment of this policy.

COMMUNICABLE DISEASES AND PARASITES

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse

determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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

In accordance with 4.57-IMMUNIZATIONS, the district shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13.

That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up immediately. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

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

IMMUNIZATIONS

Definitions

"In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional dose(s).

“Serologic testing” refers to a medical procedure used to determine an individual’s immunity to

Hepatitis B, Measles, Mumps, Rubella and Varicella.

General Requirements

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against¹:

- Poliomyelitis
- Diphtheria
- Tetanus
- Pertussis
- Red (rubeola) measles
- Rubella
- Mumps
- Hepatitis A
- Hepatitis B
- Meningococcal disease
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

The district administration has the responsibility to evaluate the immunization status of district students.

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

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

- A. Licensed physician
- B. Health department
- C. Military service; or
- D. Official record from another educational institution in Arkansas.

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

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

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

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

Temporary Admittance

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

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

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

Exclusion from School

In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak.

Students may be excluded for twenty-one (21) days or longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the district receives approval from ADH.

Students who are excluded from school are not eligible to receive homebound instruction unless

the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student's teacher(s) shall place in the principal's office a copy of the student's assignments:

- for the remainder of the week by the end of the initial school day of the student's exclusion; and
- by the end of each school's calendar week for the upcoming week until the student returns to school.

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

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in "examinations" and the district has no control over administering state mandated make-up assessments outside of the state's schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.

STUDENT MEDICATIONS

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

All signed medication consent forms are to be maintained by the school nurse.

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

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

be brought to school shall be stored in a double locked cabinet.

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

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

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

The district's supervising registered nurse shall be responsible for creating both on campus and off campus procedures for administering medications.

Students who have written permission from their parent or guardian and a licensed health care practitioner on file with the District may:

- 1) Self-administer either a rescue inhaler or auto-injectable epinephrine;
- 2) Perform his/her own blood glucose checks;
- 3) Administer insulin through the insulin delivery system the student uses;
- 4) Treat the student's own hypoglycemia and hyperglycemia; or
- 5) Possess on his or her person:
 - a) A rescue inhaler or auto-injectable epinephrine; or
 - b) the necessary supplies and equipment to perform his/her own diabetes monitoring and treatment functions.

Students who have a current consent form on file shall be allowed to carry and self-administer such medication while:

- In school
- At an on-site school sponsored activity
- While traveling to or from school; or
- At an off-site school sponsored activity.

A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or combination does not require him/her to have such on his/her person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or any combination on his/her person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

Students may be administered Glucagon, insulin, or both in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. an IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. a current, valid consent form on file from their parent or guardian.

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

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

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

Emergency Administration of Epinephrine

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of an epinephrine auto-injector in emergency situations.

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

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

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

employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

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

GLUCAGON AND/OR INSULIN ADMINISTRATION

*A copy of Form 4.35F3 will be included in the Medical Information Requirements of the Student Registration Packet.

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

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

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

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

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

MEDICATION SELF-ADMINISTRATION CONSENT FORM

*A copy of Form 4.35F2 will be included in the Medical Information Requirements of the Student Registration Packet.

This form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

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

- A written statement from licensed a health-care provider who has prescriptive privileges

that he/she has prescribed the rescue inhaler and/or auto-injectable epinephrine for the student and that the student needs to carry the medication on his/her person due to a medical condition

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

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

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

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

EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

*A copy of Form 4.35F4 will be included in the Medical Information Requirements of the Student Registration Packet.

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

My child has an IEP developed under section 504 of the Rehabilitation Act of 1973 which provides for the administration of epinephrine in emergency situations. I hereby authorize the school nurse or other school employee certified to administer auto-injectable epinephrine in emergency situations when he/she believes my child is having a life-threatening anaphylactic reaction.

The medication must be in the original container and be properly labeled with the student's

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

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

MEDICATION ADMINISTRATION CONSENT FORM

*A copy of Form 4.35F will be included in the Medical Information Requirements of the Student Registration Packet

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

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

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

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.

PERMANENT RECORDS

Permanent school records, as required by the Arkansas Department of Education, shall be maintained for each student enrolled in the district until the student receives a high school diploma or its equivalent or is beyond the age of compulsory school attendance.

A copy of the student's permanent record shall be provided to the receiving school district within ten (10) school days after the date a request from the receiving school district is received.

AIDS GUIDELINES

Because of the changing nature of the problem of AIDS, the Foreman School District chooses not to adopt a policy, but rather to establish and rely on the following administrative guidelines:

All cases are decided on an individual basis. The name of the child is not to be revealed except to those involved in the decision as to whether or not school attendance is appropriate.

Upon notification that a student with AIDS is enrolled or about to enroll, the Board of Education is notified and the Arkansas Department of Education AIDS Advisory Committee is notified. A panel is convened to examine the information about the case. The panel consists of the superintendent, principal, the student's school counselor(s), the student's teacher(s), the school nurse, the student's parents and physician, and personnel from the County Health Department and AIDS Advisory Committee.

School district personnel rely on medical personnel to determine whether the student's presence in school is likely to pose a threat to other students. Medical personnel rely mainly upon the guidelines of the Centers for Disease Control. If it is determined the student is not a likely threat to other students, he/she is allowed to attend. School district personnel will request the assistance of the Arkansas Department of Health, the Arkansas Department of Education AIDS Advisory Committee and other groups of individuals knowledgeable in the handling of such cases.

Staff development and student awareness of AIDS will be provided as the need arises. The content of such programs, if needed, will be tailored to the various audiences and will be based on the latest information.

Due to public concern regarding AIDS, should a case be reported and/or made public, the superintendent is the only member of the district staff authorized to discuss particular cases(s) with the media.

CRISIS MANAGEMENT PLAN

We have crisis intervention plans for the following reasons:
Fire, tornado, emergency evacuation, death, suicide, and active shooter on the school campus.

1. The school has a Safety Team consisting of the principal, counselor and teachers
2. Plans are posted in every classroom, office area, etc.
3. All crisis intervention plans and drills are practiced throughout the school year with students and teachers
4. All crisis intervention plans and information are disseminated in faculty meetings, students meetings at the beginning of the year, and printed in the student handbook
5. Planning meetings involving community and personnel occur annually.

EMERGENCY DRILLS

All schools in the district shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year with at least one each in the months of September, January, and February. Students, who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

The district shall conduct an active shooter drill and school safety assessment for all district schools in collaboration, with local law enforcement and emergency management personnel. The training will include a lockdown exercise with panic button alert system training. Students will be included in the drills to the extent that is appropriate to the age of the student and grade configuration of the school.

Drills may be conducted during the instructional day or during non-instructional time periods. Other types of emergency drills may also be conducted to test the implementation of the district's emergency plans in event of violence, terrorist attack, natural disaster, other emergency, or the District's Panic Button Alert System. Students shall be included in the drills to the extent practicable.

Fire drills or drills that cause students to exit the building(s):

The signal for exiting the building will be three short rings of the bell. Students should leave the building quickly and quietly. Students are to collect their bags and/or purses and follow teacher instructions. Students are to report to the assembly area and remain orderly and quiet in order that the teacher can check the roll and give additional instructions. Instructions for leaving rooms are posted in each room.

Tornado drills, or drills that cause students to remain in the building(s):

One long bell accompanied by a verbal announcement, if possible, will indicate a tornado drill. Students will be assigned areas to report by their teachers. Students are to follow the instructions and remain quiet for instructions. Instructions for reporting to designated areas are posted in each room.

****It is important, during drills that students and teachers take them seriously. A drill may not be a drill. Key to safety is an orderly group of students and teachers, listening for instructions, and following outlined procedures.**

Emergency lock down

No students or teachers shall be out of the assigned building(s). The campus administrator and/or

designee are the only ones allowed to move about the campus and then only for security purposes. There may be cause for a lock down to be confined to classrooms. When a classroom lock down is announced, rooms are to be locked and no one leaves or enters the room, exceptions are administrators or designees. Students are to be kept away from the door and any outside windows.

A classroom lock down is the most serious type and must be managed with the utmost care and security of the students and staff. The lock down will be maintained until an administrator or designee announces an all clear.

CAFETERIA INFORMATION

When a student arrives at school he/she may purchase breakfast. Students are not permitted to eat breakfast after 7:50 a.m. If he/she has been delayed because of a late bus, exceptions will be considered. Cost of breakfast is \$1.35. Extra milk cost .50 cents.

It is suggested that students, who eat in the cafeteria on a regular basis bring money each Monday for the entire week. Cost of lunch is \$2.40 per day. Please place money in a marked envelope designating the allocation or set up account online at SendMoneyToSchool.com. A good, well-balance menu is served in the cafeteria each day. The menu for the week is published in the Little River News.

CARBONATED BEVERAGES ARE NOT PERMITTED IN THE CAFETERIA WHEN MEALS ARE SERVED.

Excessive charging of meals by students or faculty will NOT be allowed! Failure to pay for charged meals will result in the student/faculty being served a sandwich and billed at the prescribed meal price. Upon full payment of past due charges the student/faculty will return to full meal status. Child Nutrition requirements allow for sandwiches and milk to be served as an acceptable meal.

Meal Charges

The district does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the district that may be charged for the items.

Parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:

- Submitting cash or check payment at building or food service office
- Depositing funds through the district's online service

A student's parents will be contacted by authorized district personnel regarding a student's prepaid account balance at the following times

Alternative Meals

The district does not provide alternative meals for students.

SPECIAL DIETARY NEEDS POLICY

Children with food allergies or intolerance do not have a disability as defined under either section 504 of the Rehabilitation Act or Part B of IDEA; the food service is not required to make substitutions for them. However, when in the licensed physician's assessment, food allergies may result in severe, LIFE-THREATENING (anaphylactic) reactions, the child's condition would meet the definition of "disability", and the substitutions prescribed by the licensed physician will be followed.

Each special dietary request must be supported by a statement, which explains the food substitutions that is requested. A licensed physician must sign the statement. Medical statement must include: An identification of the medical or other special dietary condition which restricts the child's diet; the food or foods to be omitted from the child's diet; and the food or choice of foods to be substituted.

FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA

Food Sharing Table

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

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

Fruit and vegetables to be shared are to be placed into a designated container on the table. Milk and juice to be shared are to be placed in an ice-filled cooler. Milk and juice may not be taken by another student unless the carton is unopened and was completely covered by ice while in the cooler. A student may not return to the table to place an item for sharing after the student has left the service line.

At all times, the sharing table will be under the supervision of the food service staff. Remaining items should be discarded at the end of the meal period, and no item may remain on the table for longer than four (4) hours.

Removing Food Items from the Food Service Area

At the end of the meal period, a student may leave the cafeteria with up to three (3) school provided whole fruit or whole vegetable food items. Students may not remove from the cafeteria milk, juice, or any other item requiring a temperature controlled environment.

Except for food service workers as required by their job duties, district employees may only

remove school provided food items from the food service area when required by a 504 plan or a student's IEP.

SCHOOL LUNCH SUBSTITUTIONS

SCHOOL MEAL MODIFICATIONS

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

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

The medical statement should include:

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

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

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

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

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

LIBRARY INFORMATION

All books and electronic devices are electronically checked out for a 2 week period. All material should be brought back to be renewed if more time is needed. All materials are subject to a late fee if material is not returned in specified time. No more than two books will be checked out at any time unless another book is needed for class work or projects. Special permission will be given from your teacher or librarian if this is required. Media such as **Playaway Books and Kindles** will only be checked out if a permission contract, signed by parent/guardian, is on file in the library. Computers are checked out for class work purposes and are due back in at the end of each class period.

Library Schedule:

The library is open each day from 7:30 a.m. to 3:30 p.m. Senior High days are on Mondays, Wednesdays, and Fridays. It will be available to Junior High students on Tuesdays and Thursdays. Students are allowed to visit the library before school, during lunch, and during school hours until the library closes on their given days. Any student may come to the library after school regardless of scheduled days. If a student has a special request to visit the library, please feel free to check with the librarian. English classes are allowed to visit any day of the week.

The library provides a multitude of books, magazines, pamphlets, and newspapers for study and reading appreciation. Electronic books, audio books and interactive books are available online thru our school web site at www.foremanschools.org.

The username for each student is their first initial and last name (lowercase) and their password is their unique school ID number. This information can be obtained from the office or library.

Fines and lost books:

All books and materials are due back in the library within two (2) weeks of check out.

A student is responsible for his/her library book or media and must pay for the lost or damaged materials. Anything outside of "normal" wear and tear is the student's responsibility.

In order to check out a Kindle or a Playaway Book a student must have a permission contract signed by parent/guardian on file in the library, all materials are subject to a late fee if not returned in a timely manner. Replacement cost for a Kindle is \$154.00, a Playaway Book is \$75.00, and book replacement is \$20.00. Students are not allowed to download any materials on the electronic devices. Students who abuse library property or library rules will lose their library privilege.

Students who abuse library property or rules will lose the privilege of using the library. If a book is lost, check in the library to see if it has been turned in. A "Lost and Found" is provided for that purpose.

TEXTBOOKS

Textbooks are issued to students and become the responsibilities of the students. The textbooks are expensive and must be properly maintained. Anything outside of “normal” wear and tear is the student’s responsibility. When textbooks are assigned to students, he/she should inspect the book and report any damage to the teacher immediately in order that the student not be responsible.

Fines and/or lost textbooks:

Fines will be assessed for damaged textbook as follows:

- 1) Torn pages, \$5.00 per page
- 2) Pages torn out of the textbook, replacement cost.
- 3) Cover or Spine damage, \$5.00 per cover and \$5.00 for the spine damage
- 4) Lost text or water damaged, replacement cost.

PERMISSION TO LEAVE CAMPUS

Students:

Parents/Guardians must contact the office to sign their son/daughter out of school. A contact must be over the phone or in person in the office. Should a student return to the campus the same day, he/she must check in (sign in). If you return the following school day, you must bring a parent/guardian note to the office.

Faculty and Staff:

When leaving the campus, faculty and staff must contact the office. Contacting the office upon return is also required. Faculty or staff members that work on another campus do not have to sign out to report to another campus for a work assignment.

GUIDANCE PROGRAM

The Junior and Senior High has a counselor available to assist parents and students. The main focus of the counselor is academic counseling. Schedules, progress reports, and report cards may be discussed with the respective counselor or the building principal. Cumulative records are kept in the counselors’ offices. Transcripts, of course, are kept in the Senior High School.

Achievement test scores on the students’ academic profiles, activity records, and post-secondary plans are recorded in the counselor’s office.

This information is shared with the professional staff of the schools and, with written permission of the student, may be shared with professional persons outside the school on a referral or consultative basis. Care is taken to safeguard confidential information the school has on each of its students.

The counselor may also be contacted if you feel like your child may need emotional counseling. The counselor will also see students who request to talk to the counselor.

Progress Reports:

A progress report will be sent home for each student at the mid-point of each grading period. The progress report is to inform students and parents/guardians of how they are doing, grade wise, in their class work. If there is any question regarding a grade or grades, please contact the school for a teacher conference.

Report Cards:

Report cards will be issued following each grading period. The semester and end of the year report cards will be mailed to the parents/guardians. Should any questions arise regarding report card grades, please contact the office for a teacher conference.

Parent Conferences:

There will be one scheduled day during the fall and spring semesters for the purpose of parent/teacher conferences.

ALTERNATIVE LEARNING ENVIRONMENTS

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

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE.

A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team.

The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

- a school counselor from the referring school
- the ALE administrator and/or ALE teacher
- the building principal or assistant principal from the referring school
- a parent or legal guardian (if they choose to participate)
- The district shall document its efforts to contact the student's parent or guardian to schedule a meeting or a phone call for a placement meeting at the parent or guardian's convenience, and maintain such documentation in the student's Student Action Plan (SAP).

- LEA special education/504 representative (if applicable)
- at least one (1) of the student's regular classroom teacher(s); and
- if the district so chooses, the student.

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

- a. Disruptive behavior
- b. Dropping out from school
- c. Personal or family problems or situations
- d. Recurring absenteeism
- e. 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:
- f. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- g. Abuse: physical, mental, or sexual
- h. Frequent relocation of residency
- i. Homelessness
- j. Inadequate emotional support
- k. Mental/physical health problems
- l. Pregnancy; or
- m. Single parenting.

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

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student that is in compliance with the Arkansas Department of Education (ADE) Rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment. The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADE Rules.

ACTIVITY FUND MANAGEMENT

Building principals shall be responsible for the management of the student activities funds in their schools. All activity funds shall be received and disbursed through the activities bookkeeper. All expenditures from the activity funds shall be by signed checks. An approved accounting system shall be used and audited annually.

All student activity money must be deposited with the activities bookkeeper. The organizations' sponsors or treasurers may deposit and receive a receipt for the money. Withdrawals from the account may be made by presenting a requisition or written request stating the amount to be withdrawn and to whom it is to be paid; the check will then be written against this account.

The sponsor and building principal must sign the requisition. An invoice, sales ticket, or signed voucher for the amount of the withdrawal must be attached to the requisition or written request disbursal will be made by check only.

FUNDRAISING

All fundraising will be limited to (2) two per year per organization or group in compliance with ACT 525 or 1993.

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

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

Student participation in any fund raising activity shall:

- 1) Be voluntary. Students who choose not to participate shall not forfeit any school privileges. It shall not be considered discriminatory to reward those who participate; and
- 2) Not influence or affect the student's grade.

Secondary Schools

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

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

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

CLUBS AND ORGANIZATIONS

Student clubs that provide group activities, which are in line with the education objectives of the school system, are encouraged to the extent that they contribute to the training and development of the students.

Such clubs shall be under the direction and supervision of regular school personnel and in conformity with the policies of the Board. Each club or organization should have a constitution.

NATIONAL HONOR SOCIETY SELECTION

Students may not apply for membership in the National Honor Society. Membership is granted only to those students selected by the faculty council. The faculty shall consist of five (5) voting faculty members appointed annually by the building principal.

Membership is open to juniors and seniors who have been enrolled in Foreman High School the equivalent of one semester and have a grade point average of 3.25 on a 5.0 GPA scale in the core curriculum. These students are then eligible for consideration on the basis of Leadership, Service and Character.

Students who are eligible scholastically are notified and told that for further consideration of selection into the National Honor Society they must complete the student activity information form. The student information form is then reviewed and rated by the faculty council.

Each Category is rated from 0-40, 40 being superior. The faculty council then rates Leadership, Service, and Character. A total score of 90 or more will be a vote in favor of the student for membership. A student receiving 90 or more from at least three (3) committee members will be inducted into the Foreman National Honor Society Chapter.

NATIONAL JUNIOR HIGH HONOR SOCIETY SELECTION

Students may not apply for membership in the National Honor Society. Membership is granted only to those students selected by the faculty council. The faculty shall consist of five (5) voting faculty members appointed annually by the building principal.

Membership is open to eighth (8th) and ninth (9th) grade students who have been enrolled in Foreman High School the equivalent of one semester and have a grade point average of 3.25 on a 5.0 GPA scale in the core curriculum. These students are then eligible for consideration on the basis of Leadership, Service and Character.

Students who are eligible scholastically are notified and told that for further consideration of selection into the National Honor Society they must complete the student activity information form. The student information form is then reviewed and rated by the faculty council.

Each Category is rated from 0-40, 40 being superior. The faculty council then rates Leadership, Service, and Character. A total score of 90 or more will be a vote in favor of the student for

membership. A student receiving 90 or more from at least three (3) committee members will be inducted into the Foreman National Honor Society Chapter.

EXTRACURRICULAR ACTIVITIES-SECONDARY SCHOOLS

Definitions:

“Academic Courses” are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the Arkansas Department of Education (ADE).

Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by ADE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

“Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

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

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

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

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

Extracurricular Eligibility

The board believes in providing opportunities for students to participate in extracurricular

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

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

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

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

Interscholastic Activities

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

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

The first semester ninth-grade student meets the scholarship requirements for junior high if

he/she has successfully passed four (4) academic courses the previous semester.

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

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

ARKANSAS ACTIVITIES ASSOCIATION

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

Interscholastic Activities AAA Governed Activities

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

Non-AAA Governed Activities

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

Foreman High School is a member of the Arkansas Activities Association and therefore governed by its regulations. The Mission Statement of the AAA is to approve, promote, develop and direct all interscholastic activities among its member schools, which will contribute to, or be a part of, a well-rounded and meaningful educational experience at all grade levels.

The association shall strive to develop a unified and coordinated activities plan, but preserve the identity of each specific activity.

Athletics and Eligibility:

Foreman High School field's teams in football, basketball, baseball, softball, track and golf.

Athletics must maintain certain medical and academic standards in order to be eligible for interscholastic competition. Student athletes should check carefully with school officials for additional information. Students must meet AAA guidelines to be eligible for interscholastic competition each semester.

A student athlete must be in school at least four (4) consecutive periods to be a participant at an activity that day or night. A student may be reconsidered for an activity with the approval of the head coach, athletic director, and principal only. If a student athlete is suspended or in ISS, he/she will not be allowed to participate in any game during the suspension time nor will they be allowed to attend any school functions.

Rules of Conduct for Foreman Athletes:

Foreman athletes will observe all rules established for regulating the conduct of students in the Foreman School District.

A. Practice

1. Athletes will obey all instructions given them by the coaches. Insubordination on the practice field/court will not be tolerated and will be followed by prompt disciplinary action.
2. Athletes that miss practice will have makeup work to do for conditioning. This is not punishment work and will follow any missed practice.

B. Games

1. Good sportsmanship is the essence of any athletic program and unsportsmanlike conduct will not be tolerated.

C. Spectator

1. As a spectator, athletes will conduct themselves in a manner promoting the Foreman

School District. Support for the other sports is strongly encouraged.

2. Cat calls, verbal abuse of athletes, officials and spectators, and fighting will not be tolerated and appropriate disciplinary action being taken.

Disturbances during Extra-Curricular Activities

Fighting in or on Foreman School District property during extra-curricular activities will result in:

1. Immediate ejection from the property
2. Charges filed with law enforcement officials to include, but not limited to:
 - A. Disturbing the peace
 - B. Endangering the lives of other citizens.

Conduct on Trips

- A. Athletes will conduct themselves in accordance with the coach's instruction on all trips and insubordination will not be allowed. The failure to obey a coach's instruction will result in disciplinary action.
- B. The dress code as set by the Foreman School District and/or the Head Coach applies on all trips.

ATHLETIC TEAM REGULATIONS

It is our desire that every student who participates in Foreman Athletics has a positive and meaningful experience. The pursuit of excellence is fundamental to athletics and our coaching staffs are encouraged to maintain a high level of expectations for our athletes in their conduct on the field, off the field, and in the classroom. Under our athletic philosophy, each head coach has the authority to create team rules, and when necessary remove student athletes with the approval of the Athletic Director, that are specific to his or her sport, however, there are several rules and policies that are universal. The following is a listing of some important rules and policies of our athletic department that student athletes and their parents should understand.

Foreman Athletes Should Be Drug Free

Violations will be determined only from first-hand information provided by school personnel, a recognized authority or the individual in question.

Disciplinary action taken regarding students who are involved with **controlled substances** at school or while participating in a school activity and are involved in extra-curricular activities:

1. First violation: the student will be suspended ten days with referral to legal authorities for possible prosecution and a mandatory administrative recommendation for expulsion. When the student is allowed to return to school he/she may be allowed to return to the program if he/she can show documented proof by a trained chemical dependency professional that the student is receiving satisfactory treatment or tested negative on a drug test.

The drug treatment and/or drug testing will be at the expense of the parent/legal guardian. The student may be removed from the team on the first offense due to the type of drug.

2. Second violation: the student will be suspended ten days with referral to legal authorities for possible prosecution and a mandatory administrative recommendation for expulsion. If allowed to return to school he/she will be removed from all extra-curricular activities for one calendar year.

Disciplinary action taken regarding students who are involved with controlled substances, but **not** at school or while participating in a school activity and are involved in extra-curricular activities.

1. First violation: Allow coach or sponsor to handle individually. Student(s) may not be suspended from school, but may be removed from the team, suspended from the activity for a period of time or suspended from certain percentage of games or activities. Parents will be notified by the coach.

Hearsay accusations will not be permitted for consideration of any disciplinary action. There must be documented evidence of any wrong doing.

2. Second violation: The student(s) will be dropped from the activities for one calendar year

CHEERLEADERS

In order for a student to try out for cheerleader, he/she must have a “C” average and meet all of the requirements of the cheerleader policy on file in the principal’s office. A panel of out-of-town judges selects cheerleaders.

FIELD TRIPS AND/OR PARTICIPATION TRIPS

The building principal must approve all field trips. Travel forms, and Consent to treat forms must be filled out and submitted in a timely fashion to the principal. The sponsor is responsible for the traveling group and has the authority to set eligibility requirements for who gets to travel with the group. The sponsor must notify faculty of all upcoming trips in a timely fashion. A list of students attending a trip needs to be put into teacher mailboxes the morning of the day of the trip.

Student Extra-Curricular Activities that Require Missing School

1. Assignments will be picked up from teachers before students go on a trip, and will be turned in when student(s) return to school. Test will be made up the same as excused absences.
2. Absences from school activities plus days absent are not to exceed the fourteen (14) day per semester/term policy. If above combination is over fourteen (14) days, the student will not be allowed to miss for any more school activities. This pertains to any period of the school day, whether credit or no credit.
3. The sponsor of the activity will be responsible for checking student’s eligibility and will

turn the list in to the principal before the activity.

4. Athletic and agricultural schedules will be available in the office to better help the faculty with planning.

DIGITAL LEARNING COURSES

Definitions

For the purposes of this policy

“Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

“Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

“Instructional Materials” means:

1. Traditional books, textbooks, and trade books in printed and bound form;
2. Activity-oriented programs that may include:
 - a. Manipulatives
 - b. Hand-held calculators
 - c. Other hands-on materials; and
3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

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

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

Digital Course Offerings

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

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

As an approved digital learning provider, the district shall annually determine what district created digital learning courses it will provide to our students. The district may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by the Arkansas Department of Education (ADE). The School Board shall determine the provider method or combination of methods for the district. The Superintendent shall ensure that all digital learning courses provided to district students, regardless of the source of the course, have been approved by ADE.

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

The district shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach. A student may elect to take any or all of his/her scheduled courses digitally. The student's attendance in his/her digital course(s) shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school.

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

Regardless of any other provisions of this policy, the district may restrict a student's access to digital courses when the student's school principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's school principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

CURRICULUM AND GRADING POLICY

Accreditation

Foreman High School is accredited by the North Central Association of Colleges and Secondary Schools and The Arkansas State Department of Education.

The purpose of this policy is to meet or exceed Arkansas State Department of Education standards. The Arkansas State Department of Education has identified Foreman High School as having a "statistically significant variance" between its students' grade point averages and those same students' performance on the ACT and end of course examinations.

All grades for Students at Foreman High School will be taken from Education Objectives only. The following grading system will apply as follows:

We have three types of grades at Foreman High School:

- 1) Minor Assessments (Ex. Daily grades, Worksheets, Homework, Effort Assignments) – The average of these can only count for 30% of total grade. Minimum of 6 in nine weeks grading period.
- 2) Major Assessments (Ex. Tests, Projects, Quizzes, Reports, Papers) – These grades count for 50% of total grade. Minimum of 3 in nine week grading period.
- 3) Comprehensive Final – These count for 20% of grade. One per nine-week grading period.

Exemption Policy for Grades 9-12

Students at Foreman High School will be able to participate in an Exemption Policy beginning with the 2013 school year. The criteria for the Exemption Policy must be met before a student is eligible

to participate. The policy will apply to all semester exams. There will be a comprehensive test given at the end of the first and third nine-week grading periods for every student.

- Students with an A average are allowed 4 absences during the semester
Students with a B average are allowed 3 absences during the semester
Students with a C average are allowed 2 absences during the semester
*any absence will be counted as an absence for exemption purposes.
- Students will not be exempt with any ISS or OSS charges
- Students taking concurrent classes and AP classes will not be exempt from those classes. Final Exams must be taken
- Students transferring must provide attendance form and grades from previous school and meet all other exemption requirements
- Students will be allowed to take the final exam in any class if they choose. Their grade will count as a positive grade. Their grade will not be lowered by taking the final exam
- Students must have an Exemption Permission Slip giving parental consent for them to leave/return to campus during testing.
- Students must stay the entire testing period.

Each grading period a comprehensive final exam will be given in each class. The final for the first (1) nine week period will be a comprehensive test. The final of the second nine weeks will be at the instructors choosing as whether to make it a semester comprehensive final or another

nine-week comprehensive final like the first nine weeks.

Policy Regarding Number of Grades per Grading Period

All students will be given the opportunity for a minimum of ten (10) assessments in a 9-week grading period. The ten assessments will be made up of a minimum of three (3) separate major assessments totaling 300 points or more, six (6) separate minor assessments and one (1) comprehensive final. These numbers are only a requested minimum. The final of the 1st nine weeks will be like a 9 weeks comprehensive test.

The final of the second nine weeks will be at the instructors choosing as to make it a semester comprehensive final or another nine-week comprehensive final like the first nine weeks.

The rationale of this policy is to give the student adequate opportunity to show mastery and improvement in a course.

The principal must approve any variation from this grading policy.

Grade Averages (How to calculate grades)

Calculating grades require adding the minor and major assessments up individually to get an average of each. The minor assessments average will be multiplied by 3 (because of 30% of grade), and the major assessments will be multiplied by 5 (because of 50% of grade), and the comprehensive final will be multiplied by 2 (because of 20% of grade).

Example of Calculating 1st 9 week grades

Minor assessment average is $93 \times 3 (30\%) = 279$
Major assessment average is $81 \times 5 (50\%) = 405$
Final is $84 \times 2 (20\%) = \underline{168}$

852 divided by 10= 85.2 or

85

Example of Calculating 2nd 9 weeks grade

Minor assessment average is $93 \times 3 = 279$
Major assessment average is $89 \times 5 = 445$
Final is $91 \times 2 = \underline{182}$

909 divided by 10 = 90.9

Example of Calculating Semester Credit

First Nine Weeks Grade is 85
Second Nine Weeks Grade is 91

176 divided by 2 = **88**

Example of Calculating Yearly Credit

First Semester is	88
Second Semester is	<u>90</u>
	178 divided by two = 89
	Final Grade is 89

REMEDIATION

Remediation requirements shall be met as a part of the regular school day. This is to ensure that all students requiring remediation will be provided more than ample opportunities to meet the law.

Tutorials

Tutoring is available in each individual teacher's classrooms from 3:15 to 3:40 pm. each day. Students need to talk to their instructor in advance to ensure that the teacher will be available help them. Make-up tests may also be taken at this time.

PROMOTION AND RETENTION

A disservice is done to students through social promotion and is prohibited by state law. The district shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older.

Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

At least once each semester, the parents and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading.

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

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

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

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee. Beginning with the 2018-2019 school year, each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

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

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

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

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

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

An SSP shall be created:

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

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

Who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to

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

Promotion policy: Grades 7 and 8

Junior High School seventh and eighth graders promotion will be made on the recommendation of the teacher when, in his/her professional opinion, the student is knowledgeable enough to be promoted to the next grade level and the student has passed (minimum grade of 60) the following core courses: **English, Mathematics, and two additional subjects.** Students standardized test scores will be considered as a part of the teachers' recommendations. When promotion recommendations have been presented to the principal, he/she will have to approve after careful consideration of the information provided.

High School classifications:

To be a Freshman: Be promoted from the 8th grade. Meet standards from Jr. High Promotion Policy section of this handbook.

To be a Sophomore: Earn six (6) credits

To be a Junior: Accumulate a total twelve (12) credits

To be a Senior: Accumulate a total of eighteen (18) credits

Procedure for retaking class(es)

With approval of the teacher, counselor, and principal, a student may retake a class in which he/she has earned a grade of an "F." The procedure to retake most classes will occur in summer school or night school.

Procedure for dropping or adding class(es)

Dropping or adding classes are to be made during the first week of each semester. The following procedures need to be taken care of:

1. The student completes the "Request for Schedule Change Form" and has teachers initial it.
2. The student can show due cause for consideration of schedule changes

3. The completed form, with the principal's approval and signature, has been processed through the counselor's office

The student is to continue attending the classes of the original schedule until a new schedule is completed and approved.

Homework Policy:

Homework should reinforce concepts that are taught during the class period and is considered to be part of the educational program of the district. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful. Practice exercises (homework) are not required for each subject each day. However, some units of study will require frequent reinforcement (homework). Homework will be measured by each teacher, keeping in mind that understanding quality and not quantity is the key, teacher's will determine the extent of the work assigned and should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.

Homework assignments are factored in as a portion of each student's daily average. Disciplinary action may be taken against students who repeatedly will not do their homework. This is to help motivate the child to do the practice work so that they will do well in the course.

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

ACCELERATION

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

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span.

Either form of acceleration can be triggered by parent/guardian, student, or community member's request or by the referral of school personnel.

In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator who shall convene the individuals necessary to make an informed decision which shall include the student's parents or guardians.

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

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

The parents/guardian of any student whose request for acceleration has been denied may appeal the decision, in writing to the district's GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student.

Upon completion of the review, the committees will either request additional new testing which will be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2019, AND 2020

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, both a *Smart Core Informed Consent Form* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the

students' permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. 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 certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This 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.

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

To the best of its ability, the district shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child" in Policy 4.2-ENTRANCE REQUIREMENTS.

GRADUATION REQUIREMENTS

The number of unit's students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum.

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

Digital Learning Courses

The district shall offer one or more digital learning course(s) through one or more district approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

SMART CORE: Sixteen (16) units

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

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

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

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

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

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

3) Algebra II; and

4) The fourth unit may be either:

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

Natural Science: a total of three (3) units with lab experience chosen from

One unit of Biology; and either:

Two units chosen from the following three categories (there are acceptable options listed by the ADE for each):

- Physical Science
- Chemistry
- Physics; or

One unit from the three categories above and a computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

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

A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)

A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

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

Science: three (3) units

- at least one (1) unit of biology or its equivalent; and
- Two units chosen from the following three categories:

- Physical Science;
- Chemistry;
- Physics; or

One unit from the three categories above and a computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸

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

CAREER FOCUS: - Six (6) units

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

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

A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2021 AND THEREAFTER

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, both a *Smart Core Informed Consent Form* and a *Smart Core Waiver Form* will be sent home with students prior to

their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. 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 certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This 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.

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

To the best of its ability, the district shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS.

GRADUATION REQUIREMENTS

The number of unit's students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum.

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

Digital Learning Courses

The district shall offer one or more digital learning course(s) through one or more district approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

Personal and Family Finance

In tenth (10th), eleventh (11th), or twelfth (12th) grade, all students shall receive credit in a course covering the Personal and Family Finance Standards.

SMART CORE: Sixteen (16) units

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

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

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

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

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

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

Natural Science: a total of three (3) units with lab experience chosen from

One unit of Biology; and either:

Two units chosen from the following three categories (there are acceptable options listed by the ADE for each):

- Physical Science

- Chemistry
- Physics; or
- One unit from the three categories above and a computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

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

A student who completes at least seventy-five (75) clock hours of documented community service in grades (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

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

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

Science: three (3) units

- at least one (1) unit of biology or its equivalent; and

Two units chosen from the following three categories:

- Physical Science
- Chemistry
- Physics; or

One unit from the three categories above and a computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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

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

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

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

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

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the

curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

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

A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

**Foreman High School
Thirty-eight (38) Unit Offerings**

Grades 9-12

Reading, writing, and mathematics shall be incorporated into all curriculum areas. The following courses shall be taught annually for a total of 18 units.

Language Arts – 6 units

4 units English

1 unit Oral Communications or ½ unit Oral Communication and ½ unit Drama

1 unit Journalism

Science – 6 units (Active student participation in laboratory experiences is required for a minimum of 20 % of instructional time.

1 unit of Biology

1 unit of Chemistry

1 unit of Physics

1 unit of Anatomy & Physiology

1 unit Physical Science

1 unit Environmental Science

Mathematics – 6 units

1 unit Algebra I

1 unit Geometry

1 unit Algebra II

1 unit Pre-Calculus Mathematics with Trigonometry

1 unit Algebra I A & B

1 unit Geometry A & B

1 unit Quantitative Literacy

1 unit Algebra III

1 unit AP Calculus

1 unit College Algebra

1 unit Bridge to Algebra II

Fine Arts – 3 ½ units

1 unit Visual Art

1 unit Instrumental Music

1 unit Vocal Music

1 unit Music Technology

1 unit Jazz Band

1 unit Music Appreciation

Social Studies – 4 units

1 unit American (US) History with emphasis on 20th century America

1 unit World History

½ unit Civics

½ unit Economics

½ unit Sociology

½ unit World Geography

Other Required Classes – 4 ½ units

1/2 unit Physical Education (PE)

1/2 unit Health

Career and Technical Education - 9 units

6 units Family & Consumer Science

5 units Business Education

6 units Agriculture/Horticulture

1 unit Pharmacy Tech Fundamentals

1 unit Foundation of Healthcare

1 unit Teacher Cadet

COURSES TAKEN AT THE POST SECONDARY LEVEL BY QUALIFIED SENIORS SHALL COUNT AS NO MORE THAN THREE (3) REQUIRED COURSES. COURSES WILL COUNT TOWARD GRADE POINT AVERAGES (GPA). High school seniors must be enrolled for both semesters of their senior year to participate in the graduation ceremony of that school year. They will forfeit the privilege of walking in later graduation ceremonies, if they are not eligible to walk with their graduating class.

Graduation Requirements for Former Students

Former students returning to Foreman High School to receive a diploma must meet the credit requirements for that year's graduating class.

Graduation - Math and Science School Seniors - ACT 1326 of 1997 (Model Policy)

Students who attended school in the Foreman School District prior to the Arkansas School for Mathematics and Science may elect to participate in graduation activities the year they graduate, including (supply list of graduation activities in district: prom, senior tea, senior banquet, and all other senior activities).

Students attending the Mathematics and Science School will be sent a questionnaire at the beginning of their fourth year of high school in which they are to indicate which activities, if any, they plan to attend. The questionnaire will be sent to the last address of record in the school district's records. Failure to return the questionnaire by October 1st will constitute a waiver of the election to participate.

Students who will **graduate early** and who intend to participate in any activities must notify the senior high principal, in writing by October 1st that they will graduate early and plan to participate in graduation activities.

Math and Science students will be responsible for the costs of these activities to the same extent as Foreman Students, and agree by participating to abide by the Student Handbook of the Foreman School District at these functions.

Math and Science students who violate provisions of the Student Handbook at senior activities may be barred from attending one or more future events upon recommendation of the senior high school principal, subject to appeal to the superintendent, whose decision shall be final.

Math and Science students who participate in the graduation ceremony are **not** eligible to be recognized as valedictorian or salutatorian, but upon presentation of an official transcript from the Math and Science School by **March 1** may be recognized as an honor graduate if appropriate and based on criteria of the Foreman School District for honor graduates. Math and Science students who choose to participate in graduation ceremonies will **not** be eligible to receive diplomas issued by the Foreman School District but will instead be presented with a certificate of recognition.

COURSE OFFERINGS GRADES (9-12)

Language Arts:

Pre-AP English I, II, III, IV
**AP Language & Comp.*
**AP Literature & Comp.*
Journalism
**Speech
Transitional English
Language Arts Drama

Science:

Physical Science
Biology
Pre-AP Biology
AP Biology
Chemistry
Pre-AP Chemistry
AP Chemistry*
Physics
Environmental Science
Anatomy & Physiology

Social Studies:

World History
US (American) History
Civics
Economics
World Geography
Contemporary Am History
AP US History
**Sociology

Family & Consumer Sciences:

Family Dynamics/Parenting

Mathematics:

Algebra IA
Algebra IB
Algebra I
Geometry A&B
Quantitative Literacy
Algebra II
Algebra III
Pre-AP Calculus/Trig
**College Algebra
AP Calculus*

Fine Arts:

Art I
Band I, II, III, IV
Choir I, II, III, IV
Music Appreciation
Jazz Band

Foreign Language:

Spanish I
Spanish II

Agriculture:

Survey of Ag Systems
Agri Mechanics
Ag Metals
Animal Science I
Managing Natural Resources

Notes:

course*=Pre-AP pre-requisite required

Business:

Comp. Business Applications
Investment Security
Social Media
JAG
Computer Science
Marketing

Other Courses:

Physical Education
Health
Athletics
Yearbook
ACT Prep

CTE:

Foundations of Healthcare
Pharmacy Tech Fundamentals

Special Programs:

Gifted & Talented
Special Education

Financial Literacy

Foods & Nutrition
credit.

Careers

Advanced Nutrition & Dietetics

FACS

**course=college credit

Students must meet college entrance requirements for concurrent

Conduct Grades: Each teacher will evaluate conduct as appropriate to their teaching areas.

Conduct grades are issued, by letter, as follows:

E - Excellent

S - Satisfactory

N - Needs Improvement

U-Unsatisfactory

Honor and Merit Rolls:

To be eligible for the A honor roll, students must make an “A” in all subjects.

To be eligible for the A/B honor roll, students must make no grade lower than a “B.” Honor rolls are figured after each grading period.

Course Credit:

A grade of 60 or higher is required for a student to receive credit in a course. Please refer to the grading system in this section of the handbook.

GRADING:

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

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

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

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

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

A=100-90

B=89-80

C=79-70

D=69-60

F=59 and below

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

A= 4 points

B= 3 points

C= 2 points

D= 1 point

F= 0 points

The grade point values for Advanced Placement (AP), International Baccalaureate (IB), and the approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

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

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

Thus the final grade would be $(0.25 \times 83) + (0.75 \times 75) = 77\%$

*For districts on a 4x4 block schedule the grading period should be adjusted.

ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS COURSES

Students in grades 7-12 who take advanced placement courses, International Baccalaureate courses, or honors or concurrent credit college courses approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule.

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69-60

F = 59 and below

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

A = 5 points

B = 4 points

C = 3 points

D = 2 point

F = 0 points

Appropriate Pre-AP coursework must be completed in order to be eligible to take AP courses. For a student to be eligible to receive weighted credit for an AP, or IB course, the student's course must have been taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and ADE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan.

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

"Honors Courses" are those courses that have been approved by a Department of Education Committee as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation, Arkansas Public Schools.

Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate courses, honors courses approved by the Arkansas Department of Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

CONCURRENT CREDIT

A ninth (9th) through twelfth (12th) 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 (1.0) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for in the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

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

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

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

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

Students will retain credit applied toward a course required for high school graduation from a previously attended, accredited, public school.

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

The parent will also assume the responsibility of the student when he/she is not on Foreman School campus. The student must furnish proof of enrollment at the college or university to Foreman High School during the first two (2) weeks of a semester. The student may not elect to drop the concurrent credit course(s) and re-enroll at the high school after the first two weeks of a semester. **The student must still meet all graduation requirements.** It will be the student's responsibility to inform the college to send the final grade and credit earned to Foreman High School.

Honor Graduates:

The announcement of honor graduates, valedictorian, and salutatorian will be computed at the end of the second nine-weeks/1st semester of the senior year.

To qualify for valedictorian or salutatorian, a student must have been enrolled in Foreman High School three (3) consecutive years prior to selection. **When there are multiple valedictorians there will be no salutatorians.**

Honor Graduates must have taken at least four (4) AP weighted courses and have a 3.5 GPA and must meet all state laws on Smart Core Curriculum requirements.

Regular courses

A = 4, B = 3, C = 2, D = 1, F = 0

Weighted courses

A = 5, B = 4, C = 3, D = 2, F = 0

Foreman High School Parent Involvement Plan 2018-2019

Committee Members:Principal: John Hall, Parent Coordinator: Traci Gauldin, High School Counselor: Michelle Young, Teacher: Abbye Turner, Parent: Brandy Reich, Parent: Tammy Crumpton, Grandparent: Tommy Martin, Parent: Amanda Anderson

Foreman High School provides the following communication strategies to provide additional information to parents and to increase parental involvement in supporting classroom instruction:

*Foreman School District website has been created to house a variety of student, teacher and parent resources. Linked to the high school web page is Home Access Center (HAC) from E-School, a program where parents can access their child's grades using a PIN number they receive at the beginning of the school year or when new students register. Parents may use e-mail thru this system to communicate with members of the school staff. The school web site is www.foremanschools.org. All staff email addresses are: first name initial, last name [@foremanschools.org](mailto:foremanschools.org). A list of e-mail addresses can be found on the web site and in the parent informational packets.

Person Responsible: Web administrator/Classroom Teachers/Counselor/Principal

Timeline: Ongoing

*Teachers will routinely contact parents on an individual basis to communicate about their child's progress as necessary. A telephone log will be placed in the high school office for documentation purposes and each teacher will keep a personal record of parent contacts, emails, etc. Person Responsible: Teachers/Principals Timeline: Ongoing

*Foreman High School will provide to parents progress report cards every four ½ weeks with

information regarding their child's academic progress and upcoming classroom and school events. Any student receiving below 70% on their 4 1/2 week progress report will be required to return the report to the teacher with a parent signature.

Person Responsible: Teacher/Principal Timeline: Halfway thru each 9 weeks

*Foreman High School will send parents a parent-friendly letter at the beginning of each school year that explains their child's academic test results and standardized test scores.

Person Responsible: Counselor/Principal Timeline: Annually

*School Messenger, an automated telephone and texting system, will be used to notify parents of ongoing activities and will keep parents abreast on all school related information.

Person Responsible: Principal/Superintendent Timeline: Ongoing

*An outdoor electronic sign placed on the highway frontage of the school will be used for awareness of school activities and other relevant information for parents and the community.

Person Responsible: Principal Timeline: Ongoing

Foreman High School offers the following parent meetings, conferences and activities regularly throughout this year:

*Teachers will hold 2 annual conferences individually with parents of students. Parent will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.

Person Responsible: Teachers/Principal Timeline: 1st 9 weeks and 3rd 9 weeks

*Foreman High School will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:

Mentoring

Classroom Instructional Materials

Parent Center

Guest Speaker

Volunteer for school events

Parents and Teachers in Action (PTO)

Fundraising Events

Student Health Screenings

Teacher Appreciation Week

Veteran's Day

Choir Concerts

Band Boosters

FFA Boosters

Athletic Boosters

Person Responsible: Parent Facilitator/Teachers/Principal Timeline: Annually

*An annual report of the school will be conducted at the beginning of each year. Explanations of state wide assessment and standards will be addressed.

Person Responsible: Principal/Superintendent Timeline: Beginning of school term

*7th grade orientation will be provided for all incoming 7th grade students and their parents for a

smooth transition from elementary to junior high school.

Person Responsible: Counselor/Principal Timeline: Beginning of school term

*9th grade orientation will be provided for all incoming 9th grade students and their parents for a smooth academic transition from junior high to high school.

Person Responsible: Counselor/Principal Timeline: Beginning of school term

*Orientation will be provided for all students and their parents for a detailed summary of course selection and career planning. Parent signatures will be required for scheduling of courses and/or changes or additions to schedule.

Person Responsible: Counselor/Principal Timeline: End of year

*Training Workshop for Parent Volunteers: Person Responsible: Parent Facilitator/Principal

Timeline: 1st 9 weeks

Foreman High School will provide opportunities to parents about volunteer opportunities in the following ways:

*Informational packets will be provided to parents that will contain school registration forms, school compact, a parent interest survey which includes volunteer opportunities and information concerning school activities and parental involvement. Informational brochures such as E-school, clubs and organizations and Follett Library Manager will be included. The HS Parent and Family engagement plan will be included in this packet as well as on the school web page.

Person Responsible: Parent Facilitator/Principal Timeline: Registration and/or 1st PT Conf.

*Foreman High School will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education. These sessions will be available to parents during the parent/teacher conferences in the spring and provided by the local coop and/or other resources as needed.

Person Responsible: Parent Facilitator/Principal Timeline: Annually (Spring Parent-Teacher Conferences)

*Two hours of professional development enhancing the understanding of effective parental involvement strategies is required for all teachers. No fewer than three hours of professional development is required for administrators designed to enhance understanding of effective Parent and Family engagement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Professional Development for both teachers and administrators regarding Parental Involvement will be on a rotating schedule as required by the state department.

Person Responsible: Parent Facilitator/Principal Timeline: Annually

Foreman High School will work with parents to create a School-Parent-Compact in the following manner:

*School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards. All stakeholders will sign the compact. Compact will be included in the informational packet to parents.

Person Responsible: Principal Timeline: Annually

Foreman High School will provide opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan, and the Annual Title I meeting to engage them in the decision-making processes regarding the school's Title I, Part A program in the following manner:

*Foreman High School will create a Parental Advisory Committee consisting of parents, parent coordinator, counselor and administrators. This group will meet 2 or 3 times a year, or as necessary to create and/or make additions to the current parent plan. Parents will be critical stakeholders in the implementation and evaluation process of our school.

Person Responsible: Principal/Superintendent Timeline: Ongoing

*The school shall enable the formation of a Parent Teacher Organization that will foster parental and community involvement within the school. A Volunteer Resource book will be available and distributed to all teachers, staff and parent advisory committee.

Person Responsible: Parent Facilitator/Principal Timeline: Annually

Resources for parents will be provided by the school in the following ways:

*Foreman High School will distribute informational packets each year that includes a copy of the school parental involvement plan, surveys for volunteer interest, recommended roles for parents, teachers, students, and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the systems that will be used to allow parents and teachers to communicate (School Reach, web site, E-School (HAC), electronic sign, P/T conferences, newspaper, phone calls and email).

Person Responsible: Parent Facilitator/Principal Timeline: Fall Registration/Ongoing

*To promote and support responsible parenting, Foreman High School shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review.

Person Responsible: Parent Facilitator/ Principal Timeline: Annually/Ongoing

*Included in the Foreman High School policy handbook under the complaints section is the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. The handbook can also be found on the school web site.

Person Responsible: Parent Facilitator/ Principal Timeline: Annually

*The principal of each school in a district shall designate one certified staff member who is willing to serve as a parent facilitator. Traci Gauldin is the current high school parent facilitator.
Person Responsible: Principal Timeline: Annually

*Foreman High School will provide a web site that contains a parent resource section. This section will host a variety of parent resources including the Parent and Family engagement Plan, Parent Informational Packets and E-school (HAC).

Person Responsible: Parent Facilitator/Web Administrator Timeline: Annually/Ongoing

*Foreman Public School will provide a district wide Parent Center. The center will provide various resources and materials for parents and the community. Foreman High School provides a work center located in the back office of the high school library.

Person Responsible: Parent Facilitator/Principal Timeline: Annually

Foreman High School shall engage parents in the evaluation of the parental involvement efforts in the following manner:

Foreman High School will provide an evaluation survey to all parents. This survey will be available to all parents online through our district website. A hard copy will also be available during the spring parent-teacher conferences as well as the use of the school computer lab for taking the surveys. To increase more participation, all parents will be informed about the survey through School Reach and the outdoor electronic sign.

These surveys will help determine if the academic quality of the school has improved, if parental participation has increased and help to identify any barriers that may exist that hinder parent participation. The Parent Advisory Committee will be responsible for determining solutions, and/or making changes and additions to current policy.

Person Responsible: Parent Facilitator/Principal Timeline: Annually/Spring Parent-Teacher Conf.

Foreman High School will use the parent interest surveys in the following ways to select, plan and implement parental involvement activities that will be offered throughout the year:

*Foreman High School will provide parent interest surveys at registration of each year to get information from parents concerning the activities they feel are most beneficial in the efforts to support their child academically. The survey will include a section for parent suggestions on resources to consider for purchasing. A resource list of parent volunteers will be compiled and distributed to administrators, teachers and the parent advisory committee. An updated list will be provided on a regular basis as new volunteers sign up though out the year.

Person Responsible: Parent Facilitator/Principal Timeline: Registration/Annually

*Foreman High School and the Parent Advisory Committee will use data collected from the spring survey to evaluate the previous year and plan for the upcoming year.

Person Responsible: Parent Committee/Parent Facilitator/Principal Timeline: Annually/Spring

* Surveys regarding training topics will be available to parents to determine yearly scheduled parent trainings. These will be available online during the first and second semesters and/or parent teacher conferences or during registration.

Person Responsible: Parent Facilitator /Principal Timeline: 1st semester and 2nd semester

*Foreman High School will sponsor seminars/trainings to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities.

A financial aid workshop is scheduled for this year that will cover the various types of financial aid available and the computer lab will be open for assistance with completing the FASFA.

Person Responsible: Counselor/Principal Timeline: Ongoing

*7th grade orientation will be provided for all incoming 7th grade students and their parents for a smooth transition from elementary to junior high school.

Person Responsible: Counselor/Principal Timeline: Beginning of school term

*9th grade orientation will be provided for all incoming 9th grade students and their parents for a smooth academic transition from junior high to high school.

Person Responsible: Counselor/Principal Timeline: Beginning of school term

*Orientation will be provided for all students and their parents for a detailed summary of course selection and career planning. Parent signatures will be required for scheduling of courses.

Person Responsible: Counselor/Principal Timeline: End of year

Title I Meeting: Foreman High School shall hold an Annual Title I Meeting separate from any other meeting or activities to ensure that there is ample time to provide a description of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level that students are expected to meet.

Person Responsible: Administrators/Title I Coordinator Timeline: Annually/Fall

**FOREMAN JUNIOR/SENIOR HIGH SCHOOL
DISCIPLINE MANAGEMENT PLAN
AND
STUDENT CODE OF CONDUCT**

PREAMBLE

The code of student conduct for the Foreman Junior/Senior High School has been developed by Administrators, Teachers, Parents, and Students. It is based on the premise that one's education begins with discipline and ends in self-discipline. Basic to this premise is the belief that effective learning situations can best be provided and positive behavioral patterns enforced when unacceptable behavioral patterns and their consequences are outlined, communicated and understood by the students, parents, and school personnel. When discord does arise, adherence to this code will assure that all parties are treated with courtesy, respect, and fairness, yet with a firmness that will direct students to conduct themselves in an acceptable manner.

I. IMPLEMENTATION OF THE CODE OF STUDENT CONDUCT

A. Responsibility and authority for administration and enforcement of the code of student conduct.

1. The building principal and/or appropriate administrator shall have the responsibility of implementing the code of conduct.
2. Assignment of a student to an alternative educational program may be made by the principal

or other appropriate administrator.

3. Suspension of a student from school, not to exceed ten (10) days (with the superintendent's approval), who engages in conduct for which one may be placed in an expulsion hearing, may be imposed by the principal or other appropriate administrator.
4. The Board of Trustees shall have the authority to expel a student for disciplinary infractions and/or violations of the law in accordance with this code and state and federal laws.
5. The principal or appropriate administrator may order the immediate suspension or placement in ISS of a student whose behavior is so unruly, disruptive, or abusive, that it seriously interferes with school operations or activities and/or the administrator reasonably believes that such action is necessary to protect persons from imminent harm.
6. The school administrator shall provide each certified employee a copy of the local discipline policy.
7. The school administrator shall inform each teacher of a student who has committed an expellable offense.

B. Role and responsibility of certified personnel in maintaining acceptable behavior

1. Administrators have the responsibility to:
 - a. Assure a safe and orderly climate for teaching and learning
 - b. Enforce the Student Code of Conduct
 - c. Provide appropriate support for teachers who seek help in discipline management
 - d. Provide campus in-service related to the code of conduct
 - e. Communicate with parents when their child becomes a discipline problem
 - f. Secure a signed statement from parent acknowledging receipt of a copy of the code of conduct, and knowledge of the code
 - g. Report firearm offenses to the appropriate agencies
 - h. Provide minimal due process for suspensions as outlined in this code
 - i. Make appropriate reports to law enforcement as outlined in this code.

C. Responsibility of students

1. Refrain from libel, slanderous remarks and obscenity in verbal and/or written expressions
2. Develop tolerance of the viewpoint and opinions of others; recognize the rights of other individuals to form a different view and to dissent in an orderly and respectful manner
3. Respect the rights, property, and privacy of other students and school personnel; carry only those materials which are acceptable under the law and which are not hazardous to any person or property; and accept the consequences for the articles stored in their lockers
4. Respect the rights of classmates who do or do not wish to participate
5. Observe the basic standards of cleanliness, modesty, and good grooming, and wear clothing which contributes to their own health and safety, as well as that of others.

D. Responsibility of parents

1. Make every effort to provide for the physical needs of the student

2. Teach the child to pay attention and obey rules
3. Assure their child attends school regularly and report and explain absences and tardiness to school personnel
4. be sure the child is appropriately dressed at school and school-related activities
5. Support school personnel in the enforcement of discipline imposed in accordance with school policy and the Student Code of Conduct
6. Participate in meaningful conferences with school personnel regarding the child's progress, behavior or general welfare
7. Discuss report cards and school assignments with the child
8. Bring to the attention of school personnel any problem or condition that may relate to the child's education or well-being
9. Supply all records required for enrollment
10. Submit a signed statement that they have received and reviewed the Student Code of Conduct and that they are knowledgeable of the responsibilities outlined in the code
11. Control their child.

E. Parent Teacher Conferences

It is recognized that a close and cordial relationship between parents and school personnel will enhance student achievement. District personnel will communicate and work closely with parents in an effort to improve academic performance and/or establish workable solutions to student behavior problems

The Junior and Senior High Schools will schedule at least one general conference for parents to provide an overview of district and classroom behavior expectations. This conference may be accomplished through parent-teacher conferences held two times each year or through a general meeting of parents and district or campus personnel.

F. Student Records

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requests, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten (10) school days after the issuance of this handbook.

Directory information includes: a student's name, address, telephone number, e-mail address, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court

order terminating these rights. The district's complete policy regarding student records is available from the principal's or superintendent's office.

G. Visitors

Parents are especially welcome to visit the school any time. Parents should check in at the office to secure permission. If parents wish to have a conference with a teacher, they should call for an appointment at 870/542-7212.

* School age visitors may not visit the campus or students any time during the school day.

Any person who is not an employee or student of Foreman School District must check in at the office.

II. STUDENT CODE OF CONDUCT

A. Philosophy

The Foreman School District is responsible for ensuring the following basic rights:

1. The student's right to a quality education, differentiated, individualized, and free from disruption.

2. The educator's right to teach or administer free from verbal intimidation and physical assault.

3. The parent's right to expect quality education and the protection of students, educators, and his/her investment in school property. These rights may be ensured only when there is a school climate free from disruptions that interfere with the learning process. The purpose of this code is to communicate the expectations for responsible student behavior and the consequences of irresponsible and disruptive behavior. It is expected that individual

students will assume responsibility for self-discipline in accordance with stated

expectation.

However, when violations of the Student Code of Student Conduct do occur, discipline will be administered in order to correct disruptive behavior, to protect other students, school employees, or property, and/or to maintain a positive learning environment. Student discipline shall be administered fairly, equitably, and based on a careful assessment of the circumstances of each case.

Factors to be considered shall include, but not be limited to:

1. The seriousness of the offense
2. The student's age
3. The frequency of misconduct
4. The student's attitude
5. The potential effect of the misconduct on the school environment.

STUDENT DRESS AND GROOMING GUIDELINES

The Foreman Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the district has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive, to the educational process because they are immodest, disruptive, unsanitary, and unsafe, could cause property damage, or are offensive to common standards of decency.

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

1. Students may wear shorts that fit the waist and extend to the knee. Shorts must be properly hemmed. Leggings may be worn underneath but the clothing must meet the required length.
2. Dresses and/or skirts must extend to the knee. Dresses/skirts must be properly hemmed. Leggings may be worn underneath clothing and/or worn with a shirt/skirt/dress that covers buttocks and extend to the mid-thigh.

3. Caps, hats, and sunglasses may **not** be worn at any time inside the school building. Caps may be worn to school as long as the bill is worn forward. These items are to be stored in a locker, bag, vehicle, or in the office once the 8:00 am bell rings to go to first period. They can be worn again when the last bell rings at 3:15 p.m.
4. There will be **no** plunging and/or deeply scooped necklines. Tops should **not** reveal an excessive amount of cleavage.
5. Shirts must extend beyond the waistband of the lower garment. **No** bare torso. Racer-back shirts are not allowed.
6. Sleeveless and spaghetti strap tops are **not** allowed.
7. Appropriate shoes must be worn at all times.
8. Appropriate jeans and pants are to be worn to school. Visible skin or undergarments above the knee will be considered a distraction. No pajama or sleepwear or blankets will be allowed.
9. “Sagging” clothing is **not** acceptable and is a violation of the dress code. Clothing that is too tight may be considered a distraction.
 - *Students are prohibited from wearing, on the school grounds during the school day and at school sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however to a uniform worn by a student while participating in a school-sponsored activity or event.
10. Accessories such as but not limited to chains, ropes, spiked bracelets, or bandanas worn to school or to school activities is prohibited.
11. All visible tattoos that are of an inappropriate nature must be covered during the school day and at school sponsored events.

PROHIBITED CONDUCT

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

“Consequences of the district’s code of student conduct will range from a minimum of reprimand/conference to a maximum of expulsion”.

****Suspension is defined as ISS or OSS****

Disciplinary referrals allow for the choice of 3 days detention or corporal punishment (with parent approval). Excessive violations will be evaluated by the principal.

LEVEL 1 OFFENSES

1. Students will have the materials needed for the class. Behavior that violates the classroom teacher rules of conduct will be managed accordingly

Discipline: Warning-Suspension

2. Inappropriate public displays of affection. Such action is prohibited. Students in violation of this category will be subject to the following consequences

Discipline: Warning- Suspension

3. Excessive tardiness is considered more than three (3) to the first period of the day. Students are to be in the classroom when the tardy bell rings throughout the day or face disciplinary action.

Discipline: Warning-Suspension

4. Horseplay is not allowed.

Discipline: Warning-Suspension

5. Disruptive behavior is not allowed.

Discipline: Warning-Suspension

6. Disregard of directions or commands

Discipline: Warning-Suspension

7. Littering, throwing object, or items that will clutter the campus on the ground or other areas rather than in a designated trash receptacle is considered littering.

Discipline: Warning-Suspension

8. Possession or use of tobacco in any form including electronic paraphernalia is prohibited on any school property.

Discipline: Suspension

9. Cheating, copying, or claiming another person's work (plagiarism) to be his/her own will not be tolerated. Possession or use of an electronic device during a test will be considered cheating.

Discipline: Warning, Zero on Work-Suspension

10. Use of inappropriate, vulgar, profane, or obscene language or gestures will not be tolerated.

Discipline: Warning-Suspension

11. Lying to faculty members will not be tolerated.

Discipline: Warning-Suspension

12. Unauthorized use of Cell Phones and other Electronic Communication Devices are prohibited

Discipline: Warning, take up phone/parent must pick up-Suspension

13. Head phones of any type are not allowed except in the classroom for educational purposes and/or with teacher permission.

Discipline: Warning, take up head phones-Suspension

14. Not where you are supposed to be while on campus or in undesignated or unsupervised area i.e., faculty restrooms or lounge will receive the following punishment.

Discipline: Warning-Suspension

15. Bus Violations. All rules pertaining to the classroom still apply on a school bus.

Students are to remain in their seats and not be a distraction in any way to the driver.

Discipline: Warning-Suspension, Lose bus privilege

16. Dress code violations of student dress and grooming guidelines will be addressed.

Discipline: Warning and change clothes before returning to classroom-Suspension

LEVEL 2 OFFENSES

17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability will not be tolerated.

Discipline: Suspension-Expulsion

18. Theft, students shall not take or have in their possession any item or article that rightfully belongs to another person. Theft will not be tolerated. Law enforcement authorities may be notified.

Students are responsible for their personal possessions. Where lockers are assigned, students are required to lock them. Students may leave money in the office and pick it up after school. It is strongly recommended that students leave valuables with coaches during P.E. or athletics.

Discipline: Restitution, Suspension- Expulsion

19. Possession or distribution of obscene materials will not be tolerated. Students also may not possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in a hard copy form.

Discipline: Suspension-Expulsion

20. Disrespect for school employees or otherwise demonstrating insubordination. Disrespect to a faculty and/or staff member will result in the following consequences;

Discipline: Suspension-Alternative School

21. Accidental damage to school property will be addressed.

Discipline: Restitution-Suspension

22. Willfully or intentionally damaging, destroying, or stealing school property. Consequences for this category are as follows:

Discipline: Restitution, Suspension-Expulsion

23. Gambling or wagering where stakes are money or other objects of value is strictly prohibited. Consequences are as follows:

Discipline: Suspension-Expulsion

24. Hazing, or aiding in the hazing of another student.

Discipline: Suspension-Expulsion

25. Truancy is leaving campus without permission or a student absent from school without permission.

Discipline: Suspension-Expulsion

26. Sexual harassment is sex discrimination under Title IX.

Discipline: Suspension-Expulsion

27. Fighting will not be tolerated and as a result the following consequences will be imposed.

Discipline: Suspension-Expulsion, Alternative School

28. Students shall not use or possess fireworks while at school or any school related activity.

Discipline: Suspension-Expulsion, Alternative School

29. Student Computer and Internet Misuse as defined in the Student Internet Use Agreement signed by the student and parent/guardian will be addressed

Discipline: Loss of privileges: Suspension-Expulsion

Level 3 Offenses

30. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee. This is serious misbehavior and will not be tolerated.

Discipline: Suspension-Expulsion

31. Possession, selling, distributing, or being under the influence of an alcoholic beverage, or the inappropriate use of sharing of prescription or over the counter drugs, or other intoxicants is a serious violation.

Discipline: Notify Law Enforcement, Suspension-Expulsion

32. Bullying is the intentional harassment, ridicule, intimidation, humiliation, threat, or incitement of violence by student against another student. It can be written, verbal, electronic, or physical act that causes a clear and present danger of physical harm, substantial interference with student or employees role in education, or substantial interference with the orderly operation of the school.

Discipline: Suspension-Expulsion, Notify Law Enforcement

33. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, “throwing signs” or other gestures associated with gangs are prohibited.

Discipline: Suspension-Expulsion

34. Immoral or indecent acts will not be allowed and are serious actions that will result in the following consequences.

Discipline: Suspension-Expulsion

35. Activation of fire alarm or any threat that is cause for the disruption of classes or activities is prohibited.

Discipline: Suspension-Expulsion

36. Vandalism is willfully or maliciously destroying or defacing school or school personnel property

Discipline: Suspension-Expulsion

37. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession is strictly prohibited.

Discipline: Suspension-Expulsion

Level 4 Offenses

38. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual. In accordance with Act 014 of 1983, students shall surrender the weapon, and go to ISS until the parent/guardian and law enforcement can be notified. Parents will be notified of an investigation to determine intent, and the legal notification of law enforcement.

Discipline: Student is suspended for ten (10) days, immediately, pending an automatic investigation to determine intent and possible recommendation by the Foreman School Board for expulsion.

39. Possession, Distribution, or Use of Illegal and Illicit drugs.

Discipline: Student is suspended, immediately pending an automatic recommendation to the Foreman School Board for expulsion

40. Indecent Exposure.

Discipline: Student is suspended, immediately pending an automatic recommendation to the Foreman School Board for expulsion.

Types of Discipline Interventions

- 1) **Warnings**
- 2) **Conferences**
- 3) **Corporal Punishment**
- 4) **Morning Detention 7:00 am- 7:40 am**
- 5) **In School Suspension-ISS**
- 6) **Out of school suspension-OSS**
- 7) **Alternative Learning Environment (ALE/Ashdown)**
- 8) **Expulsion – Removal from the Foreman School District**

General Information Regarding Code of Student Conduct

Equal enforcement of the code of student conduct will apply equally without regard to sex, race, or national origin. The jurisdiction of the district, governing students, is during the regular school day and while going to and from school on district transportation. The district's jurisdiction includes any activity during the school day, on school grounds, or adjacent to school property, attendance at any school-related activities.

Act 742 or 1997 was developed to protect a school district's ability to discipline students for off-campus acts and misbehavior not specifically addressed by the district's student handbook.

A student may be suspended or expelled for immorality, refractory conduct, insubordination, infectious disease, habitual uncleanliness, or other conduct that would tend to impair the discipline of the school or harm the other pupils, regardless of whether a specific prohibition of

the conduct is contained within this handbook.

The building principal and/or appropriate administrator may determine consequences for behavior not covered in this handbook. Consequences shall be reasonable and appropriate to the behavior.

