

Cotter Jr/Sr High School Student Handbook  
2024-25

Cotter School District  
198 Mabel Street  
PO Box 70  
Cotter, AR 72626

Dear Cotter Parents and Students,

Please read this handbook, as it contains important information to help students, faculty, and parents in understanding the policies, procedures, traditions, and regulations of the Cotter School System. Please keep this handbook, read it carefully, and use it to make this school year a meaningful and rewarding one.

If you have questions about the information included in this handbook or any issues involving our school, please do not hesitate to contact us.

I look forward to working with you.

Sincerely,

*Jarod Jefferson*

Jarod Jefferson  
High School Principal

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## **BOARD OF DIRECTORS**

Allen Franks  
Luke Walker  
Jimmy Morgan  
Russel Duggins  
Cameron Ross

## **ADMINISTRATION**

Superintendent  
Elementary Principal (K-6)  
High School Principal (7-12)

Jayne Jones  
Airl Cheek  
Jarod Jefferson

## **SCHOOL COLORS**

Blue and White

## **ALMA MATER**

To thee, All Hail! Our Alma Mater,  
We proudly wave your blue and white,  
Worthy of the praise of Cotter,  
You're her pride from morn 'til night.

We're for Cotter High,  
Ever at her side,  
Pledging love and loyalty,  
Ne'er to let it die.  
Daughters and your sons,  
Glory in your name,  
Strive to bring your honor,  
Strive to bring you fame.

## **WARRIOR FIGHT SONG**

When those Cotter Warriors fall in line  
We're going to win this game another time  
For the Cotter High we love so well  
We're gonna yell and yell and yell and yell and yell.

We're gonna fight, fight, fight for every score  
Circle in and hit that goal once more  
We're gonna roll those \_\_\_\_\_ on the floor  
Out the Door-RAH! RAH! RAH!

## **MISSION STATEMENT**

The Cotter Junior-Senior High School will provide all students with the skills necessary to succeed in a diverse, changing, global society. Opportunities for developing skills in technology, critical thinking, and communication will be available at all grade levels.

## COTTER SCHOOL DISTRICT CALENDAR 2024-25

Open House	August 12
First Day of School	August 15
Labor Day <u>(No School)</u>	September 2
1st Quarter Parent/Teacher Conferences <u>(No School)</u>	September 27
Professional Dev. <u>(No School)</u>	October 14
End of 1st Quarter	October 16
Early Dismissal for Professional Dev.	November 22
Thanksgiving Break	November 25-29
Early Dismissal for Professional Dev. / End of 2nd Quarter	December 20
Christmas Break	December 23- January 3
Professional Dev. <u>(No School)</u> <i>Snow Day #1</i>	January 20
3rd Quarter Parent/Teacher Conferences <u>(No School)</u>	February 7
<u>No School</u> <i>Snow Day #2</i>	February 17
Early Dismissal for Professional Dev.	February 28
End of 3rd Quarter	March 12
Professional Dev. <u>(No School)</u> <i>Snow Day #3</i>	March 21
Spring Break	March 24-28
Good Friday <u>(No School)</u> <i>Snow Day #4</i>	April 18
Professional Dev. <u>(No School)</u> <i>Snow Day #5</i>	April 21
End of 4th Quarter/ Last Day of School/ Early Dismissal for Pro Dev.	May 21
Professional Dev. <u>(No Students)</u> <i>Snow Days #6&amp;7</i>	May 22-23

\*The superintendent and school board shall have the authority to amend the calendar in the event of excessive days missed.

# I. General Policies

## ASBESTOS

The Cotter School District buildings contain some asbestos materials; however, the district has a Management Plan to safely control the asbestos. This plan can be viewed at the administration office during normal business hours.

## ASSAULT OR BATTERY (4.21)

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

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

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

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

## ASSEMBLIES

Many worthwhile assembly programs are presented each year; therefore, all students are required to attend unless the principal grants special permission.

## ATHLETIC GUIDELINES

### Academic Requirements:

The Arkansas Department of Education and the Arkansas Activities Association have set forth certain grade requirements in order for the student/athlete to be eligible. This is explained on page 22 of this handbook.

### Age Requirements:

A junior high student is not eligible for junior high competition if the student's sixteenth birthday is on or before September 1. In the year, a student in junior high school becomes too old for junior high participation, the student may be allowed to participate for the senior high, if all other eligibility rules are met. A senior high student is not eligible for interscholastic participation if the student's nineteenth birthday is on or before September 1.

### Equipment

The school will provide most of the athletic equipment that is needed by the student. However, there are personal items such as athletic shoes that should be purchased by the student. As a service, we may ask a representative from a local business to come to the school and take equipment orders usually at a discounted price. The athlete is not required to purchase from this vendor. It is the student's responsibility to take proper care of both their own personal items as well as school issued items.

### Practice Time and Game Schedules

Preparation is the key to success. Whatever the reason, it must be realized by all, practice is very important. Practice times and game schedules will be provided by the coach as soon as they are available, and may occur during holiday breaks.

### Athletic Policies

1. All players will ride the bus to all away games, unless previously approved by the administration due to special circumstances.
2. Players will be expected to be at the designated departure area on time.
3. Players will return from activity trips on the bus unless a parent or guardian signs them out with a coach or administrator.
4. Players will conduct themselves in a manner that reflects positively on their school at all times.
5. Players will be responsible for the proper care of their equipment, including proper cleaning and drying of uniforms.
6. Sportsmanship is to be displayed at all times.
7. Players, when on trips, will remain in the building until all games are finished unless excused by notifying the coach or an administrator.
8. Players will respect anyone who is in charge of them on trips, including bus drivers, opposing school coaches and administrators.
9. Players are expected to dress in a manner that reflects positively on their school.
10. If an athlete quits or is removed from a team, he or she cannot practice or play another sport until the end of the season in which he or she quit, or until all coaches concerned have approved it.
11. Any athlete who does not have a physical on file cannot practice or play.



12. Students must be present ½ a day in order to be eligible to participate in an athletic event, unless prior approval is given by the principal for extenuating circumstances.

Violation of one or all of these rules can bring about suspension from the team or such action, as the coach shall deem necessary to correct the situation.

Each coach may distribute their own additional sport specific rules to their players.

## **BUS**

It shall be the policy of the Cotter School District to provide transportation for students living in excess of two miles from school, provided that the scheduled routes shall follow main, traveled through roads that are maintained in satisfactory condition. Routes are established with board approval. State regulations must be observed at all times. The following rules and regulations must be complied with at all times:

1. Be at the bus stop at the scheduled time. Stand about ten feet from the bus stop and wait until the door is opened before moving close to the bus.
2. While loading/unloading, entering or leaving bus quickly and in an orderly manner.
3. While riding on the bus, students are under the supervision of the driver and must obey the driver at all times. Students causing disciplinary or safety problems on buses will face disciplinary action.
4. Parents may be notified(A) when their child misbehaves on the bus. If there is a second incident of misbehavior, the student may be suspended(B) from riding the bus. Parents may again be notified and asked to come to the school to personally discuss the matter with the principal. Further incidents of misbehavior on the part of a student may make it necessary for the school to refuse bus service to that student. If a student's disciplinary problem is severe, the school may omit STEP A OR STEP B.
5. No food or drink will be brought aboard or consumed on buses (lunches may be carried, but not opened). No knives, sharp objects, firearms, or animals are allowed on the bus.
6. Students are expected to conduct themselves in a manner such that they will not distract the attention of the driver or disturb other riders on the bus (which includes keeping your hands to yourself, attending to your own matters, leaving other pupils alone, and being reasonably quiet).
7. Do not tamper with any of the safety devices, such as door latches, fire extinguishers, etc. Pupils must remain seated while the bus is in motion and must not move while the bus is stopped except as the driver directs. Do not put arms, hands, heads or any other body parts out of the window.
8. Do not deface the bus or any school property. Do not write on the bus or damage seats, etc. Students who do so will be expected to pay for any damages and may face disciplinary action. Do not throw paper, food, or any other objects on the floor of the bus. Keep the aisle of the bus clear of books, lunches, coats, etc. Do not put your feet in the aisle.
9. If you must cross the road or highway to enter the bus, always try to be on the RIGHT side of the road to wait for the bus. If you should arrive at the stop just as the bus approaches the stop, wait until the bus has come to a complete stop and the driver has signaled you to cross.
10. Pupils who must cross the road after leaving the bus in the afternoon must go to a point on the shoulder of the road 15 feet in FRONT of the bus.
11. Pupils are not allowed to ride any other bus except the one they have been assigned without first obtaining permission from the principal.
12. State law now requires students to be seated while the bus is moving.

Safety is the most important aspect of our bus program. Therefore it is essential that our students follow the policies for their own safety as well as the safety of other students on the bus. The school reserves the right to discipline students for actions by a student or students before they get on a bus or after they get off the bus (within a reasonable time and distance).

## **CAFETERIA**

An excellent cafeteria is available for all who wish to eat. Breakfast and lunch are available for K-12. Students are expected to display good manners at all times. Roughhousing or horseplay will not be allowed in the cafeteria. Yelling and loud talking should be avoided. Students are not allowed to take food or drinks from the cafeteria, unless they are involved in an extracurricular activity meeting or other school-sponsored meeting. Students may not charge items.

## **CHANGING CLASSES**

Four minutes are allowed between classes. At the end of this time, students are to be in class and have necessary books and materials for that class. Corridor traffic will flow more smoothly if all students practice the following common rules for courtesy:

1. Always walk on the right side of the corridor.
2. Do not congregate in groups that block the flow of traffic.
3. Refrain from running, pushing, excessive noise, and other types of discourteous conduct.

## **CLOSED CAMPUS**

All schools in the District shall operate closed campuses. Students are required to stay on campus from their arrival until their 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. Failure to abide by this policy will result in a charge of truancy and will be dealt with by the proper authorities. Students must bring a doctor's note or appointment note to give to the office when checking back in during the school day.

## **CHECKOUT PROCEDURE**

If it becomes necessary for a student who is under 18 years old to check out during school hours, if someone other than the parent/guardian is going to pick up the student, the parent/guardian must notify the office in advance by phone or send a written note, giving individuals on the contact list authorization to pick up the student. (A phone call or a written note from the parent/guardian will also be required of any student checking out early who is driving himself/herself from school.) Any deviation from this policy must get prior approval from the principal. School personnel may ask for proper verification of identification to ensure parental permission. Students that have checked out of school must leave campus.

## **COMPLAINT POLICY(6.7)**

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

The Board formulates and adopts policies to achieve the District's vision and elects a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent who is responsible for the effective administration and supervision of the District. Individuals with complaints concerning personnel, curriculum, discipline, coaching, or the day to day management of the schools need to address those complaints according to the following sequence:

1. Teacher, coach, or other staff member against whom the complaint is directed
2. Principal
3. Superintendent

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

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as a finder of fact, not unlike a jury, in matters regarding student suspensions initiated by the Superintendent, expulsions, and personnel discipline. For this reason, the board may not be involved or informed prior to a board hearing on particular disciplinary matters.

Complaints that are related to district use or administration of federal funds generated through specific programs identified by the Arkansas Department of Education (ADE) and authorized in the Elementary and Secondary Education Act may be taken directly from a patron or by referral from ADE. If taken directly from a patron, the complaint may be submitted by either a signed statement or by a certified, recorded deposition or statement in which the complainant is identified. The complaints shall be addressed in the following manner:

1. The complaint shall be referred to the federal programs director, who shall assemble a team of at least two (2) people to investigate the complaint.
2. Throughout the investigation, sufficient notes and records will be taken and maintained to substantiate the position of the findings of the investigation.
3. The team will interview the complainant and others as necessary to enable the team to make a determination of the validity of the complaint. The team may consult with individuals with knowledge or expertise in the matter which is the subject of the complaint, including legal counsel.
4. The investigation of complaints referred by the ADE shall be completed within thirty (30) calendar days of receipt of the complaint, unless a longer time period has been approved by the ADE.
5. The investigation of complaints made directly to the district shall be completed within forty (40) calendar days unless there are extenuating circumstances; in such a case, a preliminary report shall be made within forty (40) calendar days of receipt of the complaint, which shall include an explanation of the unusual circumstances requiring additional time to complete the investigation.
6. The report of the conclusions of the investigation shall be given to the complainant. It shall contain:
  - a. A summary of the allegations of the complaint;
  - b. A summary of the investigative actions taken by the team;
  - c. A summary of the findings concerning each alleged violation or implied violation; and
  - d. A statement of corrective actions needed to resolve the issues involved in each allegation and finding of the complaint.

## **COMPUTER USE (4.29)**

### **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 lewd interest in inappropriate content;
- (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, inappropriate sexual content; and
- (C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

### **Internet Use and Safety**

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

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

### **Misuse of Internet**

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

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

## **CHROMEBOOK USER POLICY**

**Can I take the Chromebook Home?** Yes, as long as you and your parent/guardian accept the terms of use and are in grades 9-12. Remember though, the Chromebook is school property. Just because you are at home you need to follow the school’s Acceptable Use Policy and the rules in your handbook when using your Chromebook.

**I don’t have wireless internet at home, how am I supposed to do homework?** You will need to make sure that you download anything you need at school before going home and upload any assignments when you show back up to school. Also, there are many places in the community that offer free wireless internet access.

**I have my own Chromebook or laptop, can I use it instead?** No, you are not allowed to bring your own device instead of using the school provided Chromebook.

### **1. Receiving and returning your Chromebook\_**

#### **1.1 Receiving Your Chromebook**

Chromebooks will be distributed at the beginning of each school year. Parents and students must sign and return the Chromebook Loan Agreement in order to take the Chromebook home. The Chromebook and its accessories are, and at all times remains the property of Cotter Public Schools, and are loaned to the student for educational purposes only for the academic school year.

#### **1.2 Returning Your Chromebook**

Chromebooks will be returned during the final week of school. Seniors will turn in the Chromebook at the end of the school year as part of the normal graduation activities. If a student graduates early, withdraws, or is expelled from Cotter Schools prior to the end of the school year, the Chromebook will be returned at that time.

### **1.3 Failure to Return the Chromebook**

Individual Chromebooks and accessories must be returned at the end of each school year. If a student fails to return the Chromebook and accessories at the end of the school year or upon termination of enrollment at Cotter, the student will be responsible for the replacement cost of the Chromebook and may be subject to criminal prosecution or civil liability. Failure to return the Chromebook will result in a theft report being filed with the Baxter County Sheriff's Office.

\*\*\*Furthermore, the student will be responsible for any damage to the Chromebook and/or its accessories.

### **1.4 Right of Inspection**

The student will make the Chromebook and/or its accessories available to Cotter School's faculty as necessary for purposes of inspection, maintenance, repair, upgrading, and/or software installation.

## **2. Care of your Chromebook**

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly should be taken to the Tech Department for an evaluation of the equipment.

### **2.1 General Precautions**

The Chromebook is Cotter School's property and all users will follow these policies and the Acceptable Use Policy for technology.

- Only use a clean, soft cloth to clean the screen, no cleansers of any type.
- Cords and cables must be inserted carefully into the Chromebook to prevent damage.
- Chromebooks must remain free of writing/drawing/stickers/labels etc. that aren't the property of Cotter Public Schools.
- Chromebooks must never be left in an unlocked locker, car or any unsupervised area.

### **2.2 Carrying Chromebooks**

The Chromebooks must be closed when carried or in a backpack.

### **2.3 Screen Care**

The Chromebook screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Never close a Chromebook if there is a pen, pencil, or anything else on the keyboard. Remove these items before shutting the device.
- Do not play with the hinges on the Chromebook.
- Do not lean on the top of the Chromebook when it is closed.
- Do not "bump" the Chromebook against lockers, walls, car doors, floors, etc.

## **3. Using your Chromebook at school**

Chromebooks are intended for use at school each day. In addition to teacher expectations for Chromebook use, school messages, announcements, calendars and schedules may be accessed using the Chromebook computer. Students are responsible for bringing their Chromebook to all classes, unless specifically instructed not to do so by their teacher.

### **3.1 Chromebooks Left at Home**

If students leave their Chromebook at home, they are responsible for getting the course work completed as if they had their Chromebook present. If a student leaves their Chromebook at home, they may be subject to disciplinary consequences.

### **3.2 Chromebook Undergoing Repair**

Loaner Chromebooks may be issued to students when they leave their Chromebooks for repair in the Tech Department. There may be a delay in getting a Chromebook should the school not have enough to loan.

### **3.3 Charging Your Chromebook's Battery**

Chromebooks must be brought to school each day in a fully charged condition. Students need to charge their Chromebooks each evening. Repeat violations of this policy may result in the imposition of disciplinary consequences.

### **3.4 Screensavers/Background Photos**

Wallpaper can be changed as long as it is school appropriate.

- Inappropriate media may not be used as a screensaver or background photo.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drugs will result in disciplinary actions.

### **3.5 Printing**

A component of the Chromebook program is encouraging a paperless environment. However, if necessary, students can print with permission from print stations in the High School.

### **3.6 Internet Access**

Free wireless access will be provided by Cotter Schools. The District is not responsible for personal charges for accessing other wireless connections or other data charges.

#### **4. Software on Chromebooks**

You may install apps for personal use only from the school approved Chrome App Store.

#### **5. Acceptable use**

It is important that you read the District's Acceptable Use Policies and ask questions if you need help in understanding them. It will be your responsibility to follow the rules for appropriate use. Inappropriate system use will result in the loss of the privilege of using this educational tool.

Please note that the Internet is a network of many types of communication and information networks. It is possible that you may run across some material you might find objectionable. While Cotter Schools will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for appropriate use.

\*\*\*Violations may result in disciplinary action up to and including suspension/ expulsion for students. When applicable, law enforcement agencies may be involved.

#### **6. Protecting and storing your Chromebook**

##### **6.1 Chromebook Identification**

Student Chromebooks will be labeled by Cotter Schools in order to identify and track each device. Chromebooks can be identified by a serial number and a Cotter Schools Label. Students are prohibited from altering these identifying marks.

##### **6.2 Chromebooks Left in Unsupervised Areas**

Under no circumstances should Chromebooks be left in unsupervised areas. Unsupervised areas include, but are not limited to, the school grounds and campus, the lunchroom, computer lab, locker rooms, library, unlocked classrooms, dressing rooms and hallways. Any Chromebook left in these areas is in danger of being stolen. If a Chromebook is found in an unsupervised area, it will be taken to the office, and the responsible student may be subject to disciplinary consequences.

#### **7. Repairing or replacing your Chromebook**

Students and their parents/guardians are responsible for all damages incurred to the Chromebook. In the case of damage to the Chromebook and/or accessories, students/guardians will be assessed the actual cost of repair or replacement, whichever is less.

##### **7.1 Cotter Public Schools will cover the cost of damages for the 23-24 school year**

- In cases of theft, vandalism and other criminal acts, a police or fire report MUST be filed by the student or parent. A copy of the police/fire report must be provided to the Principal's office.

##### **7.2 Loss/Theft/Other Criminal Acts**

In cases of theft, vandalism and other criminal acts, a police or fire report MUST be filed by the student or parent. A copy of the police/fire report must be provided to the Principal's office before a replacement Chromebook will be issued to the student.

#### **8. Repairs\_\_\_\_\_**

Any technical or mechanical issues with a Cotter School's-owned Chromebook must be reported to the High School and will be repaired by the Technology Department. Repairs can only be made by Cotter Schools.

### **CONTACT WITH STUDENTS WHILE AT SCHOOL (4.15)**

#### **Contact by Parents**

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

#### **Contact by Non-Custodial Parents**

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

Arkansas law provides that, In order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District's schools, the transfer of a child between his/her custodial parent and noncustodial 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 noncustodial 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 court order provided by the custodial parent or signed agreement between both the custodial and noncustodial 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 Division of Arkansas State Police, be allowed to interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Except as provided below, other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

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

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

#### **Contacted by Professional Licensure Standards Board Investigators**

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

#### **Contact by Others**

Students may not visit with non-student friends during lunch, between classes, before or after school on school grounds.

### **CRISIS MANAGEMENT PLAN**

The Board of Education and Administration of Cotter Jr./Sr. High School acknowledges the necessity to prepare a crisis management plan in the event that a crisis should occur. Our students have a basic need for security and safety. Any event, which threatens that feeling of safety and security, shall be considered a crisis. A "Crisis Management Team" has been established to develop and implement specific plan components for prevention and intervention. School will be kept as normal as possible during any crisis. Students will be given specific guidelines for checking out as the crisis situation is evaluated.

The principal will serve as chairman of the "Crisis Management Team". During a crisis situation, NO ONE will talk to any media representative about the crisis event while on school property. ALL information will be released through the central office.

### **DANCES**

Dances must be approved by the administration. Students who have dates who do not attend CHS are required to sign up at the office. A CHS student must accompany all of the outside dates or they will not be allowed to attend the dance. All accountability for an outside date's behavior while attending any CHS dance will be assumed by the CHS student who signed the student up, requesting that the guest student be allowed to attend. Dates of Cotter students may attend regular dances up to their 19<sup>th</sup> birthday.

**Prom:** Dates for Prom must be in at least 9<sup>th</sup> grade and up to their 21<sup>st</sup> birthday.

All policies and regulations of CHS will be enforced at all dances. Misbehavior will result in disciplinary action, including but not limited to losing the privilege of attending school functions. Students may not leave and then re enter at any time. Anyone who leaves early must sign out.

### **STUDENT DRESS AND GROOMING (4.25)**

The Cotter Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has the responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, unsafe, could cause property damage, or are offensive to common standards of decency.

\*Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast.

**\*Students who violate dress code rules will be written up and have to change into school issued items.**

1. Dress and grooming should be in keeping with health and sanitary practices.

2. Students may not wear clothing or hairstyles that can be hazardous to them in their educational activities such as shop, lab work, physical education, or on-the-job training.
3. Dress, grooming, and/or jewelry should not substantially disrupt the educational process. Hair should be kept out of the student's eyes if requested by the teacher, so that the teacher can see the eyes of the student at all times.
4. Students shall not wear or use emblems, insignia, badges, or other symbols, which are racially offensive or cause substantial disruption or interference with the operation of the school.
5. Students shall not wear clothing, jewelry, etc. that promotes—implied or otherwise—the use of drugs, alcohol or tobacco products.
6. Caps, hats, head coverings, etc., or sunglasses may only be worn in the hallways and common areas. They may not be worn in the classrooms or other instructional areas. If a staff member asks a student to remove a cap, hat, head covering, etc., or sunglasses then the student must comply.
7. **SPECIFIC CLOTHING PROHIBITED:** off-the-shoulder tops or dresses, tube tops, half-shirts, see-through shirts, shirts that show the midriff, “short-shorts”, biker pants, cut-offs, spandex, tops with narrow straps, tank tops with large armholes, blankets, snuggies, holes in pants that show underwear or skin above mid thigh, and other unsuitable attire.
8. Dresses, skirts, or shorts may be no shorter than mid thigh. Tights, leggings, jeggings, or other types of hosiery must be accompanied by mid thigh or longer top or dress. All clothing must be worn with no visible undergarments.
9. Tops or shirts that have straps need to be no less than the width of a dollar bill.
10. Students are NOT to wear attire that allows for visible cleavage.
11. Students will not wear chains or any type of jewelry with spikes.
12. Baggy or saggy pants, shorts, or skirts are not permitted. These garments must be worn no lower than the hipline or hip bones. No undergarments may be visible.

A student shall not be disciplined or discriminated against based upon the student's natural, protective, or cultural hairstyle. A student's natural, protective, or cultural hairstyle includes without limitation afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls, and hair styled to protect hair texture or for cultural significance.

## **DRIVING TEST/INSURANCE INFORMATION FORM REQUESTS**

**The form must be requested two (2) days prior to pick-up and can be obtained from the office.**

Applicants for an instruction permit or for a driver's license by persons less than (18) years 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.

## **EMERGENCY DRILLS (4.37)**

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year.<sup>1</sup> Students who ride school buses,<sup>2</sup> shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement, medical professionals, fire department officials, and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement.<sup>3,4</sup> Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.<sup>5</sup>

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

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District's emergency communication with law enforcement method.<sup>9</sup> Students shall be included in the drills to the extent practicable.<sup>5</sup>

## **ENROLLMENT ELIGIBILITY FOR FIRST ENTRANCE RESIDENCE REQUIREMENTS (4.1)**

### **Definitions**

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

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

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

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

“Residential address” means the physical location where the student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis reside. A student may use the residential address of a parent, legal guardian,

person having lawful control of the student, or person standing in loco parentis only if the student resides at the same residential address and if the guardianship or other legal authority is not granted solely for educational needs or school attendance purposes.

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis reside within the District<sup>1</sup> and to all persons between those ages who have been legally transferred to the District for educational purposes.

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

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District's schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance; however, a student previously enrolled in the district whose parents move the student into another district or who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools.<sup>2</sup> 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.<sup>3</sup>

If a student's primary residence is on an undivided tract of land that is located partially in one (1) school district and partially in another school district or the student's principal place of residence is located partially in one (1) school district and partially in another school district, then the student shall be eligible to attend the school in either of the school districts in which the tract of land or principal place of residence is located regardless of the location of the home on the property.

Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education coop to which the district belongs may enroll in the district even though the employee and the employee's child or ward reside outside the district.<sup>4</sup>

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.

### **STUDENT NAME, TITLE, OR PRONOUN (4.62)**

Unless a District employee has the written permission of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student or the student if the student is an emancipated minor or over eighteen (18) years of age, a District employee shall not address a student with a:

1. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
2. Pronoun or title that is inconsistent with the student's biological sex.

A student shall not be subject to discipline for declining to address a person using a:

- a. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
- b. Pronoun or title that is inconsistent with the person's biological sex.

*This policy is in accordance with Legal Reference: A.C.A. § 6-1-108*

### **ENTRANCE REQUIREMENT (4.2)**

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

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

A student may enter Kindergarten if the student:

- Meets one of the requirements for the school attendance of A through D above; and
- Falls under one of the following:



- Will attain the age of five (5) on or before August 1 of the year in which the student is seeking initial enrollment; or
- Has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (0) days and:
  - Will become five (5) years old during the year in which the student is enrolled in kindergarten; and
  - Submits a written request for enrollment to the District; or
- Was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country and:
  - Becomes a resident of this state as a direct result of an active military order or a court-ordered change of custody;
  - Will become five (5) years of age during the year in which the student is enrolled in kindergarten; and
  - Submits a written request for enrollment to the District.

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

Any child may enter first grade in a District school if the child attains 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.<sup>1</sup>

Prior to the child's admission to a District school:<sup>2</sup>

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

### **UNIFORMED SERVICES MEMBER'S CHILDREN**

For the purposes of this policy:

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

“Active duty”<sup>4</sup> means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. chapters 1209 and 1211 or 42 U.S.C. § 204.

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

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

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

“Eligible child” means the children of:

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

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

“Transition” means the:

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

“Uniformed services”<sup>4</sup> means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

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

The superintendent shall designate an individual as the District’s military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child’s parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District’s military education coordinator shall have specialized knowledge regarding the educational needs of children of military families and the obstacles that children of military families face in obtaining an education.<sup>5</sup>

An eligible child as defined in this policy shall:

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

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

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

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

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

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

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

## **INTERNATIONAL EXCHANGE STUDENTS**

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

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

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

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

The District shall admit for enrollment and attendance an international exchange student who has been placed with a host family who resides within the District boundaries. The international exchange student shall attend the school in the District based on the attendance zone where the host family resides.<sup>6</sup>

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

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

Statewide assessment results achieved by an international exchange student enrolled in the District shall be included in the District's results on the statewide assessments.<sup>7</sup>

The District shall provide English-language services to international exchange students as necessary.<sup>8</sup>

## **EQUAL EDUCATIONAL OPPORTUNITY (4.11)**

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

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

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

## **EXTRACURRICULAR ACTIVITIES (4.56)**

**All fund raising activities are to have *written approval* in advance by the sponsors through the principal.**

All activities must have the approval of the sponsors and the principal. Sponsors must be in attendance at the activities. Activities, meetings, etc. held without advance approval and without involvement of a school sponsor are not considered school activities.

### **Definitions:**

“Academic Courses” are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the Division of Elementary and Secondary Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

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

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

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.<sup>1</sup>

“Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.<sup>1</sup>

“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)<sup>2</sup>. Additionally, a student’s participation in, and the District’s operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph’s provisions when the student’s failure was due to exceptional or extraordinary circumstances.<sup>3</sup> Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.<sup>4</sup>

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

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

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

## **Interscholastic Activities**

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.<sup>5</sup>

### **ACADEMIC REQUIREMENTS: Junior High**

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. Seventh and eighth grade students meeting the scholarship requirements for junior high if he/she has successfully passed (4) academic courses the previous semester.

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

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

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

### **ACADEMIC REQUIREMENTS: Senior High**

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

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

### **STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM**

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

### **HOMELESS STUDENTS**

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

### **ARKANSAS ACTIVITIES ASSOCIATION**

In addition to the foregoing rules, the district shall abide by the rules of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.<sup>6</sup>

## **Intrascholastic Activities**

### **AAA Governed Activities**

Students participating in intrascholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.<sup>7</sup>

### **Non-AAA Governed Activities**

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

### **School Choice Transfers**

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

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

The completed Changing Schools/Athletic Participation form shall be filed with the non-resident school district where the student transfers and the AAA. The Changing Schools/Athletic Participation form shall be signed by the superintendent of a student's resident school district and the superintendent of the nonresident school district to which a student transfers unless there is

demonstrable evidence of recruiting by the receiving school district personnel or that the student is transferring to the nonresident school district solely for athletic purposes.

## **EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS (4.56.2)**

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

Interscholastic activity means an activity between schools subject to rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club. Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.<sup>1</sup>

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<sup>2</sup> as permitted by this policy.

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

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

Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in 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.

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

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

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course<sup>3</sup> in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the homeschooled student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11<sup>th</sup>) 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;<sup>4</sup>
- permission slips, waivers, physical exams; and
- participation or activity fees.

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

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

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

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

### **HALL PASS**

Personal business should be taken care of before school starts, between classes, at lunch, or after school. Requests for permission to leave class during the day should be made only when absolutely necessary. If a student is on campus and not where his/her daily schedule indicates, he/she must have a valid pass in his/her possession. This pass should be presented to any teacher or administrator who requests it.

### **STUDENT HANDBOOK (4.42)**

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

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

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

### **HOMELESS STUDENTS (4.40)**

The Cotter 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.<sup>1</sup>

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
1. 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:

- o 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;
- o 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.<sup>2</sup>

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

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

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

In accordance with Federal law, information on a homeless child or youth's living situation is part of the student's education record and shall not be considered, or added, to the list of directory information in Policy 4.13.<sup>3</sup>

## **HOME SCHOOL (4.6)**

### **Enrollment in Home School**

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

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

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

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



- By mail; or
- In person.

The notice shall include:

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

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

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

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

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

### **Enrollment or Re-Enrollment in Public School**

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

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

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

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

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

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

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

## **HOME SCHOOLING/NON-ACCREDITED SCHOOLS**

The Cotter School District has adopted the following policies in accepting “Home School”/ “Non-Accredited School” students:

1. A copy of the scores of the standardized test (s) required by the Arkansas Department of Education (ADE) given to all students in public schools must be given to the school at the time of registration. In the event that a student has not taken an approved standardized test, he/she will be tested at the school before permanent grade placement is assigned. If a student’s COMPOSITE SCORES ARE EIGHT MONTHS BELOW the norm in GRADES SEVEN AND EIGHT, he/she may be placed in the grade in which the test was administered unless exceptional circumstances are present.
2. Students declaring grades nine-twelve may request an end-of-course semester exam to prove proficiency to receive credit for a class. Testing for credit will only be allowed in the core subjects (English, Math, Science, and Social Studies). No testing or credit will be done for elective courses. A letter grade will not be assigned to the courses proving proficiency—only CR (credit) will be reflected on the student’s transcript.
3. However, all credits and letter grades will be awarded if, and only if, a student presents the school with a transcript from an Accredited Home School.

## **INSURANCE**

All student claims are to be initiated through the Central Office on any school insurance policy.

## **LATE ENTRANCE**

Any pupil who enrolls in Cotter JR-SR High School after the first scheduled day of school and has not been enrolled in another district during the current school year is subject to all state and local attendance guidelines and procedures.

## **LIBRARY**

The library is a resource center of instructional materials for the entire education program. The following is a list of rules for the use of the High School Library:

1. The library is reserved for those students who want to read or study before 7:45 a.m. and at lunchtime.
2. The library is reserved for students needing to use materials for assignments.
3. Students are to do work that does NOT require library materials in Study Hall.
4. The librarian or library aides will approve and check out books and other media materials for the students.
5. Magazines and newspapers are for library use only. They remain in the library.
6. Do not write in/on books or magazines or deface them in any way.
7. Only librarians are to be behind the circulation desk in the workroom office area.
8. Students who are asked to leave the library two times will lose their library privilege for the semester.
9. Students entering the library from a class or from study hall must have a pass.

## **SELECTION OF LIBRARY/MEDIA CENTER MATERIALS (5.7)**

The ultimate authority for the selection and retention of materials for the schools’ media centers rests with the Board of Education which shall serve as a final arbiter in resolving a challenge to any media center materials. Licensed media center personnel shall make the initial selections in consultation with school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

The purpose of the schools’ libraries/media centers is to supplement and enrich the curriculum and instruction offered by the District. Promoting the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information representing varied points of view on current and historical issues. In the selection of the materials and resources to be available in each library/media center consideration will be given to their age appropriateness. Materials should be available to challenge the different interests, learning styles, and reading levels of the school’s students and that will help them attain the District’s educational goals.

### **Selection Criteria**

The criteria used in the selection of media center materials shall be that the materials:

- a) Support and enhance the curricular and educational goals of the district;
- b) Are appropriate for the ages, learning styles, interests, and maturity of the schools’ students, or parents in the case of parenting literature;
- c) Contribute to the examination of issues from varying points of view and help to broaden students understanding of their rights and responsibilities in our society;
- d) Help develop critical thinking skills;
- e) Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose;
- f) Have literary merit as perceived by the educational community; and
- g) Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.

## **Retention and Continuous Evaluation**

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three (3) years.

## **Gifts**

Gifts to the media centers shall be evaluated to determine their appropriateness before they are placed in any media center. The evaluation shall use the same criteria as for all other materials considered for inclusion in the media centers. Any items determined to be unacceptable shall be returned to the donor or disposed of at the discretion of the media specialist. The media centers shall have a list of desired items to give to prospective donors to aid them in their selection of materials to donate.

## **Challenges:**

The parent, legal guardian, person having lawful control of a student, or person acting in loco parentis of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process. Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

In the meeting, the media specialist shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain the complainant's reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, the complainant may do so by completing the *Request for Formal Reconsideration Form* and submitting it to the principal's office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be licensed personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoints expressed within it and shall be reviewed in its entirety and not selected portions taken out of context.

The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. All meetings of the committee shall be open to the public. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet to discuss the material. The committee shall vote to determine whether the contested material shall be relocated within the media center's collection to an area that is not accessible to minors. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant.

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

## **STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE (4.14)**

The Superintendent and the student media advisors(s)<sup>1</sup> shall jointly develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), place(s), and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

### **Definitions**

"School-sponsored media" means all student media that are:

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

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

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

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

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

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

### **Student Media**

While the District recognizes a student’s right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open forum for public expression. Student media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial review of the District’s administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

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

### **Student Media on School Web Pages**

Student media displayed on school web pages shall follow the same guidelines as listed above and shall also:

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

### **Student Distribution of Non-school Literature, Publications, and Materials**

A student or group of students who distribute ten (10) or fewer copies of the same non-school-sponsored literature, publications, or materials shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school-sponsored materials shall have school authorities review their non-school-sponsored materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school-sponsored materials, prior to their distribution and will bar from distribution those non-school-sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final. The school principal or designee shall establish reasonable regulations governing the time, place, and manner of student distribution of non-school-sponsored materials. The regulations shall:

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

## LOCKERS

Lockers will be provided for students but will remain part of school property. If a student provides their own lock, the combination or a key must be turned in to the office. Students should not give their locker combination to other students. Students are expected to take proper care of their lockers and keep them free of permanent or offensive writing, stickers, posters, or dangerous objects. The school is not responsible for any items (stolen or lost).

## LOST AND FOUND

Students who either lose or find articles should report this to the principal's office. Placing the owner's name on every article may minimize the loss of property. Any property left unclaimed at the end of the school year will be disposed of as deemed appropriate by the principal. A lost article may be claimed at the principal's office by proper identification. Do not bring unnecessary money to school.

## STUDENT USE OF MULTIPLE OCCUPANCY ROOM (4.61)

### Definitions

"Multiple occupancy room" means an area in a District building that is designed or designated to be used by one (1) or more individuals at the same time and in which one (1) or more individuals may be in various stages of undress in the presence of other individuals, which includes, without limitation, a restroom, locker room, changing room, or shower room.

"Sex" means the physical condition of being male or female based on genetics and physiology, which may be demonstrated by the sex identified on a student's original birth certificate.

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student's sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

- custodial, maintenance, or inspection purposes;
- To render emergency medical assistance;
- To address an ongoing emergency, including without limitation a physical altercation;
- To accommodate individuals protected under the Americans with Disabilities Act; or
- To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

This policy is in accordance with Legal Reference: A.C.A. § 6-21-120

## OUTSIDE FOOD

Students who wish to have food brought to them at school must have it done by a parent/guardian. Friends may not deliver food to school for you. If a parent brings food to their student, we ask that they check in at the office at the beginning of lunch time. Only a parent/guardian may go to the cafeteria during lunchtime and only after checking in at the high school office for a visitors pass. Parents and students may not bring outside food to other students. The office will **not** be responsible for delivering food or calling students out of class to come get their food.

## SCHOOL MEAL MODIFICATIONS (4.50)

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 Certification of Disability for Special Dietary Needs Form 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 perspective 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<sup>1</sup> 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<sup>3</sup>, 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.

### **FOOD SERVICE PREPAYMENT (4.51)**

The Cotter School District participates in the Community Eligibility Program and provides meals to all students at no charge. The District does not provide credit for students to charge for a la carte or other food and beverage items available for purchase in the school food service areas. A la carte or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for a la carte or other food and beverage by submitting cash or check payment to Cotter Schools.

- **No charging** is allowed by high school students.

Students who have submitted proper documentation to receive a meal modification in accordance with Policy 4.50—SCHOOL MEAL MODIFICATIONS shall receive the same type of modification for an unpaid meal.

### **PERMANENT RECORDS (4.38)**

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

### **PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE (4.46)**

The Pledge of Allegiance shall be recited:

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

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

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge. Students choosing not to recite the Pledge who do not disrupt those students who choose to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

Following the recitation of the Pledge, there shall be an observance of one (1) minute of silence. During the one (1) minute of silence, each student may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Students who do not disrupt the one (1) minute of silence shall not be subject to any comments, retaliation, or disciplinary action.

### **NATIONAL ANTHEM (4.44)**

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

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

- At least one (1) time each week during school hours.

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

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

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

### **PRIVACY OF STUDENT’S RECORDS/DIRECTORY INFORMATION (4.13)**

Except when a court order regarding a student has been presented to the district to the contrary, all students’ education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student’s records transfers to the student. A student’s parent or the student, if over the age of 18, requesting to review the student’s education records will be allowed to do so within no more than forty five (45) days<sup>1</sup> of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.

The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of, personally identifiable information (PII) from the education records of each student. Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests:

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

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

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

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

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

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

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

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

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

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his/her designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.<sup>3</sup>

Unless the parent or guardian of a student (or student, if above the age of eighteen (18)) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements.<sup>4</sup> "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance,<sup>5</sup> his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

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

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

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

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

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

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



## STUDENT RELIGIOUS EXPRESSION (4.63)

The Cotter School District Board of Directors does not allow the discrimination against a student based on a student's voluntary religious expression, if any. At the same time, the District shall provide a process to eliminate any actual or perceived sponsorship or attribution to the District of a student's public voluntary expression of a religious viewpoint, if any.

### Student Assignments

Student assignments include, but are not limited to:

- Homework;
- Classwork;
- Artwork; and
- Other written or oral assignments.

A student may express the student's religious viewpoint, if any, in the student's assignments without discrimination based on the religious content, if any. A student's assignments shall:

1. Be graded and judged:
  - By ordinary academic standards of substance and relevance; and
  - Against other conventional, pedagogical topics as identified by the District curriculum; and
2. Not be penalized or rewarded based on the religious content, if any, of the student's assignments.

Accommodation will be considered for those portions of instructional activities in the schools that unduly burden a student's sincere religious belief provided such accommodation doesn't amount to a significant change in curriculum, program, or course of instruction and when it is possible that a substitution of equally rigorous material that advances the same instructional goals can be arranged. Parents and students are advised that such accommodations are easier to grant when the objection is to non-state mandated Standards material than if the material is required by the Standards.<sup>1</sup>

A student or the student's parent can request the student's teacher accommodate the student's objection based on a religious belief to an instructional activity. Any such request must be made at least twenty-five (25) school days prior to the assignment's due date. Any objection must be raised in accordance with this policy's requirements or it will not be considered.<sup>2</sup>

Upon receiving such a request, the student's teacher shall determine within (5) work days if an accommodation is possible under the provisions of this policy. If the teacher decides an accommodation cannot be made or if the student or the student's parent believes the accommodation to be unreasonable, the student or the student's parent may request a conference with the teacher and the teacher's principal. A requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The principal shall have five (5) working days in which to make a decision on the appeal. If the student, the student's parent, or the teacher is unsatisfied with the principal's decision, it may be appealed to the District Superintendent who shall convene a conference between the student, the parent, and the teacher. The requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The Superintendent shall have five (5) working days in which to make a decision on the appeal which shall be final with no further right of appeal.

### Student Presenters

A student's expression of a religious viewpoint, if any, on an otherwise permissible subject shall not be excluded from a forum, whether oral or in writing, where students are allowed to speak.

The District has the right to restrict student speech that is inappropriate in the school setting by being obscene, vulgar, offensively lewd, or indecent.

Review of written student forums shall be handled in accordance with Policy 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE.

If the forum is a scheduled event with designated student speakers, the building principal shall have an opportunity to review pre-written remarks prior to the student's presentation at the scheduled forum. The principal may require the student to amend the student's remarks to the extent necessary to address any portions that are determined to be inappropriate. A student's refusal to amend the remarks that were determined to be inappropriate may be prohibited from participation in the forum. A student who diverts from the approved pre-written remarks during a speech in such a manner that is determined to be inappropriate by the building principal or another present District staff member may be asked to return to the approved remarks. If a student refuses to return to the approved remarks or continues to divert from the approved remarks in a manner that is determined to be inappropriate may be escorted from the forum and disciplined in accordance with the District's Student Code of Conduct.

If the timing or format of the forum does not provide for pre-written remarks to be reviewed, then the building principal or other District staff shall have the authority to address a student whose remarks are determined to be inappropriate. The building principal or District staff member shall initially ask the student to cease the inappropriate remarks. If the student refuses or makes additional inappropriate remarks after being directed to cease such remarks, Then the building principal or District staff member may escort the student from the forum and the student may be disciplined in accordance with the District's Student Code of Conduct

There shall be a disclaimer that a student speaker's speech does not reflect the endorsement, sponsorship, position, or expression of the District. The disclaimer shall be provided at all forums where students speak and at all graduation ceremonies. The disclaimer shall be provided orally or in writing as most appropriately fits the format of the forum.

Information on how to participate in a student forum shall be provided to all students.<sup>1</sup>

In addition to the salutatorian and valedictorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District's graduation ceremony:<sup>2</sup>

### **STUDENT VEHICLES (4.33)**

A student who has presented a valid driver's license and proof of insurance to the appropriate office personnel and obtains a parking permit for \$5, may drive his/her vehicle to school. Vehicles driven to school shall be parked in the area designated for student parking. Parking on school property is a privilege which may be denied to a student for any disciplinary violation, at the discretion of the student's building principal.

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

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.

### **SCHOOL CHOICE (4.5)**

#### **Standard School Choice**

**Exemption:** The District is under an enforceable desegregation court order/court-approved desegregation plan<sup>1</sup> that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE).<sup>2</sup> As a result of the desegregation order/desegregation plan<sup>1</sup>, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption.<sup>3</sup> 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.<sup>4</sup>

**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 annually adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District has a lack of capacity by the District having reached ninety percent (90%) of the maximum student population in a program, class, grade level, or school building authorized by the Standards or other State/Federal law.<sup>5</sup>

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.<sup>6</sup>

#### **Application Process**

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

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

### **Accepted Applications**

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing, with the notification letter stating a reasonable timeline by which the student shall enroll in the District by taking the steps detailed in the letter, including submission of all required documents. If the student fails to enroll within the stated timeline, or if all necessary steps to complete the enrollment are not taken, or examination of the documentation indicates the applicant does not meet the District's stated capacity standards, the acceptance shall be null and void.<sup>7</sup>

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

A present or future sibling of a student who continues enrollment in this District may enroll in the District by submitting a Standard School Choice application. Applications of siblings of presently enrolled choice students are subject to the provisions of this policy including the capacity standards applicable to the year in which the sibling's application is considered by the District. A sibling who enrolls in the District through Standard School Choice is eligible to remain in the District until 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.<sup>8</sup>

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

### **Transfers Out of the District**

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

### **Facilities Distress School Choice Applications**

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

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

### **Opportunity School Choice**

#### **Transfers Into or Within the District<sup>2</sup>**

For the purposes of this section of the policy, a "lack of capacity"<sup>10</sup> is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the DESE Rules for the Standards for Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity<sup>10</sup> at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District<sup>9</sup> or from the student's resident district into the District if:

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

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

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection.<sup>11</sup> Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

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

The District may, but is not obligated to provide transportation to and from the transferring district.<sup>12</sup>

### **Transfers out of, or within, the District<sup>9</sup>**

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

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

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.<sup>143</sup>

### **Uniformed Service Member Dependent School Choice**

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

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

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

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

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

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

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

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

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

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

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

### **Unsafe School Choice Program**

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

**School choice forms and applications for the Cotter School District can be found at [www.cotterschools.net](http://www.cotterschools.net).**

## **SCHOOL ORGANIZATIONS**

All class and club officers must have a minimum GPA of 2.5 from the previous semester (this excludes the BETA CLUB).

## **SCHOOL PROPERTY**

Pupils will be held responsible for proper care of all books, supplies, any apparatus, and furniture supplied by the Cotter School District. Pupils who deface or destroy school property shall be required to pay all damages. Intentional damage may also result in disciplinary action and criminal prosecution.

## **SCHOOL TRIP POLICY**

All school-sponsored field trips and out-of-town trips will be properly supervised and approved by the administration. The participants will depart and return as a group. Transportation to and from school events will be provided by the school. Students may not drive or ride in a private vehicle unless prior arrangements have been made and approved by the principal or his designee. Parents/Guardians may transport a student home from a trip, only if they have properly signed out the student and communicated with the school staff supervising the students. Students will be representing Cotter Schools and are expected to conduct themselves accordingly. Their personal appearance, dress, and actions should not in any way reflect negatively on the school. School trip privileges may be revoked depending upon the degree of disciplinary infractions occurring during the school year and on required attendance on the day(s) prior to the school trip. All school trip privileges are subject to administrator approval and may be made on a case by case and trip by trip basis.

Any violation of CIVIL LAW (ie shoplifting) while on the trip will result in the following minimum consequences:

- 1. 5-day suspension from school
- 2. One calendar year suspension from ALL school trips

## **SEARCH, SEIZURE, AND INTERROGATIONS (4.32)**

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

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

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

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

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

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

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

## **STUDENT SEX DISCRIMINATION AND SEX-BASED HARASSMENT (4.27)**

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

The District believes the best policy to create an educational and work environment free from sex discrimination and sex-based harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual-based harassment. The informational materials and training on sex-based harassment shall be age appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to: the nature of sex-based harassment; the District's written grievance procedures for complaints of sex-based harassment;<sup>1</sup> that the district does not tolerate sex-based harassment; that students and employees can report inappropriate behavior of a sexual nature without fear of adverse consequences; the redress that is available to the victim of sex-based harassment;<sup>2</sup> and the potential discipline for perpetrating sex-based harassment.

"Complaint" means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged sex-based discrimination or sex-based harassment.

"Sex-based" 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. Is subjectively and objectively offensive and so severe, or persuasive that it 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 sex-based 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, sex-based harassment is prohibited between any of the following: students; employees and students; and non-employees and students.

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

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students as to sexual activity or performance;
- Circulating or showing emails or Web sites of a sexual nature;
- Treatment based on an individual's pregnancy or pregnancy related conditions;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

Students who believe they have been subjected to sex-based harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sex-based harassment, are encouraged to 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 sex-based 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 sex-based 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 sex-based 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 sex-based 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 sex-based 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, sex-based harassment. Following an investigation, any student who is found by the evidence to more likely than not have engaged in sex-based harassment will be subject to disciplinary action up to, and including, expulsion.

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

## **SOLICITING**

No student or staff member shall solicit funds, goods, or services for any purpose not immediately associated with school. This includes charities, religious groups, or any non-school related activities.

## **SPECIAL EDUCATION (4.49)**

In accordance with the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes, the district shall provide a free and appropriate public education and necessary related services to all children with disabilities who reside:

- Within the district boundaries; or
- Outside of the District boundaries but are enrolled in the District.

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

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

## **STUDENT ORGANIZATIONS/EQUAL ACCESS (4.12)**

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

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

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

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

**Any organization NOT listed below will follow the above guidelines.**

**SENIOR BETA CLUB** – Beta Club is an organization that promotes the ideals of scholarship, leadership and good character among high school students. A student may be nominated for Beta Club admission at the beginning of his/her sophomore year. A Beta Club member must have and maintain a minimum GPA of 3.25 A Beta Club member must also be taking and continue taking courses that are required for a student to be enrolled in the "Core Curriculum", as outlined by guidelines established by the Arkansas Department of Education and the COTTER SCHOOL BOARD.



**JUNIOR BETA CLUB** – Seventh, eighth, and ninth grade students who have a minimum GPA of 3.0 and good character and leadership qualities can be invited to join this club.

**FUTURE BUSINESS LEADERS OF AMERICA (FBLA)** – The FBLA is a national youth organization open to students who have completed or are enrolled in a business course. It is the purpose of FBLA to introduce the members to the competitive business world. FBLA provides the business leaders of tomorrow with the necessary skills to successfully compete in the job market, pursue postsecondary education, or manage personal skills. This is done through having guest speakers, field trips, participating in District/State/Regional and National Conferences, as well as many local activities.

**FAMILY, CAREER, AND COMMUNITY LEADERS OF AMERICA (FCCLA)** –

FCCLA is a national vocational education organization for young men and women in Home Economics and other related occupational courses in public and private schools. To be a member of FCCLA, a student must be enrolled in one of the Home Economics courses offered at Cotter High School. FCCLA chapters place a major emphasis on projects involving consumer education and family life education. It is the only youth organization with the family as its central focus.

**FUTURE FARMERS OF AMERICA (FFA)** – FFA is a national organization for students interested in agricultural education. It is a goal of FFA to make a positive difference in the lives of students by developing their potential for leadership, personal growth, and career success. Students will become effective in the use of parliamentary procedure, public speaking, and creed reciting. Students will also have the opportunity to be involved in judging contests. Students will develop and grow through supervised experiences in both agricultural production and agricultural business.

**STUDENT COUNCIL** – The Student Council is a service organization designed to promote better understanding and relationships between the faculty and the student body and to develop leadership among the students. Elections will be held to select representatives according to the “Student Council Constitution.” To qualify, a student must have a minimum GPA of a 2.5 from the previous semester.

## **STUDENT/TEACHER/PARENT COMPACT**

### **PARENT/GUARDIAN AGREEMENT**

I want my child to achieve. I will encourage them by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Establish a time for homework and review it regularly.
- Provide a quiet, well-lighted place for study.
- Encourage my child’s efforts and be available for questions.
- Stay aware of what my child is learning.
- Read with my child and let my child see me read.

### **STUDENT AGREEMENT**

“It is important that I work to the best of my ability. I shall strive to do the following:

- Attend school regularly.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct.”

### **TEACHER AGREEMENT**

“It is important that students achieve. I shall strive to do the following:

- Provide homework assignments for students.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.”

### **PRINCIPAL AGREEMENT**

“I support this form of parental involvement. I shall strive to do the following:

- Provide an environment that allows for positive communication between the teachers, parent and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.”

## **STUDENTS WHO ARE FOSTER CHILDREN (4.52)**

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

DESE that is postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

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

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

1. The public school or District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the standards for accreditation; or other applicable State rule or Federal regulation; or

2. Approving the transfer would conflict with a provision of an enforceable desegregation court order or a public school district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment.

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

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

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

## **STUDENT TRANSFERS (4.4)**

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

The District may reject a non resident application for admission if it deems necessary. The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations.

Any student transferring from a school accredited by the Division of Elementary and Secondary Education(DESE) to a school in this district shall be placed into the same grade the student would have been in had the student remained at the former school.

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

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

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.

## **TARDINESS**

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

Tardiness is defined as any unexcused appearance of a student beyond the scheduled time that a class begins. When a student is not in his/her classroom according to the tardy time on the bell schedule, the student is considered tardy. Any teacher who detains a student causing the student to be late to his/her next class will write an excused tardy note. The tardy student should present the note to the teacher of the class in which he/she is tardy.

1. A student who is tardy in any class will receive a warning from the teacher for the first 3 offenses.

Students are allowed 3 tardies in each 9 week period in each class. If a student receives 4 tardies in one class in a 9 week period, for that tardy and every tardy thereafter, disciplinary action will be taken in the following manner:

***4 Tardies: Student will receive one (1) lunch detention***

***6 Tardies: Student will receive one (1) after school detention***

***8 Tardies: Student will receive one (1) day of Saturday School***

***10 Tardies: Student will receive one (1) day of In School Suspension (ISS)***

***More than 10 tardies will result in disciplinary action determined at the Principal's discretion.***

2. Any student who is over fifteen minutes late to a class or checks out more than 15 minutes early will be considered absent from that class. Exceptions to this rule can only be made with permission from the principal and/or his designee.

Students are allowed 3 tardies in each 9 week period in each class. If a student receives 4 tardies in one class in a 9 week period, for that tardy and every tardy thereafter, disciplinary action will be taken.

***Students, please note:*** Requests for information about the number of days missed or number of tardies will be denied. The principal will inform Parents/Guardians.

## **TELEPHONE USE**

The students may use the office telephone only if permission is granted by office personnel and only for REASONS OF IMPORTANCE. CALLS WILL BE LIMITED TO TWO MINUTES. The telephones may not be used during class times except for emergencies. THE OFFICE PHONE IS FOR SCHOOL PERSONNEL ONLY.

## **TEXTBOOKS**

Students will be issued textbooks at the beginning of the school year and are responsible for the care and return of these books. Teachers will keep a record of the book number issued to each student and the condition of the book at the time of issue. Students must pay for all lost or damaged books. Payments for lost textbooks will be non-refundable.

## **TITLE I**

It is our belief that parental interest and guidance are major factors in successful education. As such the Cotter School District Title I program will:

1. Convene annually a public meeting, to which all parents and patrons of the Cotter School District will be invited, to discuss the programs and activities provided with Title I funds. The discussion will include informing parents of their right to consult the design and implementation of the Title I Project. Further, it will solicit parents' input and will provide them an opportunity to establish mechanisms for maintaining ongoing communication among parents, teachers, and Title I officials.
2. Report to each child's parents on the child's progress.
3. Establish conferences between teachers, parents, and students.
4. Encourage parents to volunteer and participate in school activities.
5. Provide timely information concerning Title I programs (ex. program plans, evaluation, etc.)
6. Solicit parents' suggestions in planning, development, review, and improvement of the program.

## TITLE IX

In June 1972, Congress passed Title IX of the Education Amendments, affecting every educational institution in the country. The law prohibits discrimination by gender in educational programs that receive federal funds.

This states in part that “no person in the United States shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance...” Male and female students are eligible for benefits, services, and financial aid without discrimination on the basis of gender.

### UNIFORMED SERVICE MEMBER’S CHILDREN

For the purposes of this policy, “**Active duty**” means: full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. §§ 1209, 1210, and 1211.; “**Uniformed services**” means: the Army, Navy, Air Force, Marine Corps, Space Force, 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.

This policy applies to 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; and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

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

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

“Eligible child” means the children of:

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

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

“Transition” means the:

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

An eligible child as defined in this policy shall:

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

8. be eligible to continue attending District schools if he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

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

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

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

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

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

### **VERBAL ABUSE OF SCHOOL OFFICIALS**

Verbal abuse of school officials is covered by Arkansas Statute 6-17-106, which reads "every person who shall abuse or insult a public school teacher while such teacher is performing normal and regular or assigned school responsibilities shall be guilty". A person who violates this section shall be guilty of a misdemeanor and upon conviction, shall be liable to a fine of not less than \$100.00 nor more than \$1,500.00 (AR Code 6-17-106 as amended by Act 1565, 2001). School consequences may range from Out of School Suspension to Expulsion.

### **VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING (4.48)**

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel. The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff, and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of place such as restrooms or dressing areas where an expectation of bodily privacy is reasonable and customary. Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook that cameras may be 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 at any time 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 the law.

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

### **STUDENT ID BADGE POLICY**

The purpose of this policy is to increase security and safety of all staff and students at Cotter High School.

All students will be issued 3 ID badges at the beginning of each school year. Students must wear their ID badge at all times during the school day. The ID must be worn around their neck and be visible in the area between the neck and the waistline on the front of their bodies. A student can be excused from wearing ID Badges during classes where they may present a hazard to the students safety. Students without an ID Badge properly displayed will be given a noon detention and parents will be contacted. A student refusing to wear their ID Badge will be considered insubordinate and will receive an ISS assignment.

## VISITORS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. All visitors are required to report to the principal's office upon arriving at school and receive authorization from the building principal or the principal's designee before the individual may enter the school proper. The list below details the conditions for visitation. No one shall be exempt from these requirements. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10 in the Cotter School District Policy Manual. Information about the school may be obtained from the principal's office before seeing the requested teacher or student.

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

Parents/guardians and adult guest speakers are permitted to visit the classroom under the following conditions:

1. Visitors, including parents, wishing to speak with students during the school day shall register first with the office. All visitors must present a government issued photo ID upon registration with the office to be validated through a visitor management system.
2. All visitors/guests must obtain permission to visit a certain classroom.
3. Advance notice must be given to the teacher of the class that the person is requesting to visit.
4. While in the classroom the teacher will direct the guest to a place to sit. The visitor/guest must remain unobtrusive and not interfere with class operations.
5. Visitors to the school are directed to not use a device to:
  - Record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms; or
  - Create, send, share, capture, or post audio, video, or photographs of District students unless the visitor:
    - Has received permission to do so by someone authorized to grant such permission on behalf of the student or the student if the student is eighteen (18 years old);
    - Received authorization from the District to do so on behalf of the District; or
    - Is required to do so as part of the individual's job duties, including as a member of the media.

The board strongly believes that the purpose of school is for learning. Social visitors, generally, disrupt the classroom and interfere with learning that should take place. Therefore, visiting with students at school is strongly discouraged, unless approved by the principal and scheduled in advance. This includes visits made by former students, friends, and/or relatives of teachers and students. Any visitation to the classroom shall be allowed only with permission of the school principal and all visitors must first register at the office. The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.<sup>1</sup>

## WEAPONS AND DANGEROUS INSTRUMENTS (4.22)

### Definitions:

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

"Possession" means having a weapon on the student's body or in an area under the student's control.

"Weapon" means any:

- Firearm;
- Knife;
- Razor;
- Ice pick;
- Dirk;
- Box cutter;
- Nunchucks;
- Pepper spray, mace, or other noxious spray;
- Explosive;
- Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or
- Any other instrument or substance capable of causing bodily harm.

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

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

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

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

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

The mandatory expulsion requirement for possession of a firearm does not apply to a firearm brought to school 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.

## **II. Attendance Policies**

### **COMPULSORY ATTENDANCE (4.3)**

Every parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (Residence Requirements) within the District shall enroll the child and ensure the attendance of the child at a District school unless an appropriate exemption applies.

### **ABSENCES (4.7)**

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

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school, whether in person or digitally, is essential to their social and cultural development and helps prepare them to accept responsibilities they will face as an adult. Interactions with other students and participation in the instruction within the classroom enrich the learning environment and promote a continuity of instruction which results in higher student achievement.

Absences for students enrolled in synchronous digital courses shall be determined in the same manner as for District students attending courses in person.<sup>1</sup>

#### **Excused Absences**

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons:

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of eight (8) 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.<sup>2</sup>
2. Death or serious illness in their immediate family;<sup>3</sup>
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;<sup>4</sup>
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.

10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.<sup>5</sup>
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
  - Labor, delivery, and recovery;
  - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
  - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
  - A legal appointment related to pregnancy or parenting, including without limitation:
    - Adoption;
    - Custody; and
    - Visitation;
  - A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
  - At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.<sup>6</sup>

13. Juniors will receive 1 excused absence for a college visit in their spring semester. Seniors will receive 2 excused absences in their senior year. Students must pick up forms in the office 48 hours prior to their trip. Upon return to school, students must have official documentation from the college.

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.<sup>7</sup>

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

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

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

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

### **Unexcused Absences**

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with eight (8)<sup>8</sup> 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 four (4) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified<sup>9</sup>. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds eight (8) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student; the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the school or district administrator or designee.<sup>10</sup>



Students who attend in-school suspension shall not be counted absent for those days.<sup>11</sup>  
Days missed due to out-of-school suspension or expulsion shall be unexcused absences.<sup>11</sup>

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.

### **III. Academic Policies**

#### **ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, & HONORS COURSES (5.21)**

Students in grades seven through twelve (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

Students who elect to take an AP Science course must have successfully completed the appropriate pre-requisite course(s). Any exception to this requirement would have to be approved by a committee, in accordance with district policy.

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.

#### **COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION (5.16)**

##### **Traditional Progression**

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

##### **Alternative Progression**

A student who does not have credit for any computer science course, the introductory level computer science course for the particular computer science emphasis, or the preceding level course for the computer science emphasis may be placed in a computer science course based on any combination of the following factors.

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

## CONCURRENT CREDIT (5.22)

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

A student who takes a three-semester hour remedial/developmental education course, as permitted by the ADE Rules Governing Concurrent College and High School Credit, shall be the equivalent of one-half unit of 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 District's student, and his or her parent(s) or guardian(s) if the public school student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 are to be received by the school within 15 school days of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students' eligibility for extracurricular activities, graduation, or promotion.

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

Any and all costs of higher education courses taken for concurrent credit are the student's responsibility.

Tuition of the first two courses will be covered by the Arkansas Concurrent Challenge Scholarship and Cotter Public Schools. Any subsequent courses at a maximum of two (2) per semester will continue to be covered by Cotter Public Schools provided the student remains enrolled and in good standing in the course. If a student drops the concurrent credit course or receives a grade of "C" or below, they will be required to pay a \$25.00 fee to Cotter Public Schools.

## CORRECTION OF EDUCATION RECORDS

Parents or eligible students have the right to ask to have records corrected they believe are inaccurate, misleading, or in violation of their privacy rights. The following procedures are for the correction of records:

1. Parents or eligible students must ask Cotter School District to amend the record in writing. In doing so, they should identify the part of the record they want changed and specify why they believe the record is inaccurate, misleading, or in violation of the student's rights.
2. Cotter School District may comply with the request or it may decide not to comply. If it decides not to comply, the district will notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge.
3. Upon request, Cotter School District will arrange for a hearing, and will give reasonable advance notice to the parents or eligible student of the date, place and time of the hearing.
4. The hearing will be conducted by a hearing officer who is a disinterested party, however, the hearing officer may be an official of the District. The parents or eligible students will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education record. One or more individuals, including an attorney, may assist the parent or eligible students.
5. The Cotter School District will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reason for the decision. If the Cotter School District decides that the challenged information is inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible students that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
6. The statement will be maintained as part of the student's education record as long as the contested portion is maintained. If the Cotter School District discloses the contested portion of the record, it will also disclose the statement.
7. If the Cotter School District decides that the information is inaccurate, misleading, or in violation of the student's rights of privacy, it will amend the record and notify in writing the parents or eligible student that the record has been amended.

## CORRESPONDENCE COURSES

The purpose for allowing students to take high school correspondence courses at all is so that a student who is behind in his or her coursework can have the opportunity to catch up on graduation requirements in a timely manner. The principal prior to signing up for the course must approve any correspondence course that is taken for high school credit. Approval will be considered for the following reasons:

1. A transfer student who will not be able to meet graduation or College Core Curriculum requirements due to circumstances beyond the student's control.

2. A student who has FAILED a course or courses required for graduation and will not be able to repeat the course at Cotter High School and stay on schedule to graduate by the “target date” for that student. (A “target date” is established as the SPRING semester, four years after a student begins his/her ninth grade year in school.)
3. Correspondence course work should be completed and all assignments and tests turned in by May 1<sup>st</sup> in the school year the correspondence course is taken.

## ASUMH COURSES

Junior and/or Senior students taking classes at ASUMH Tech Center or the ASUMH main campus must pass all of his or her classes the previous semester in order to enroll in classes through ASUMH. Each student's grades will be reviewed each semester to determine eligibility in the program.

## WARRIOR VIRTUAL ACADEMY

Students participating in Warrior Virtual Academy will have a virtual class schedule. Warrior Virtual Academy expectations must be met to remain in the program. Students in these courses attend class virtually with live instruction from a partner digital learning provider (*Virtual Arkansas*). These virtual classes will have daily student work, attendance, and behavior expectations just as a traditional course would.

**ATTENDANCE:** Attendance policies required for regular in-school classes apply to online classes. Even though no regular face-to-face classes are required in online courses, teachers are able to track your activities online. They will be taking daily attendance and will maintain a detailed record of your participation which will affect your grade and perhaps continued participation in Warrior Virtual Academy.

## COURSE DESCRIPTIONS

Course descriptions are available for inspection in three places at the High School: the principal's office, the counselor's office, and the library. This booklet provides a course description for each class Cotter High School offers, as well as any PREREQUISITES that may be required before being allowed to sign up for a particular course. Some recommendations are also made to help students make good choices.

## STUDENT PROMOTION AND RETENTION 7-12<sup>th</sup> grades (4.55)

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

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

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

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.<sup>1</sup>

Prerequisites for passing 7th and 8th grade are as follows: Any student in the 7th or 8th grade must pass at least 3 of the 4 core subject areas (English, Math, Science, and History) for the year to be promoted to the next grade. No credit will be given for any F in any subject for grades 9-12. If a student is to have credit denied and/or retained at any grade level for reasons other than those previously listed, notice of credit denial or retention and the reasons for denial of credit or retention shall be communicated promptly in a letter from the principal. For further information, please refer to the Attendance Policy. 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, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

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

Each student<sup>2</sup> shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

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

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

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

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

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

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

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

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

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

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

By the end of grade eight (8), the student's SSP shall:<sup>4</sup>

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

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

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

A student's SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student's selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student's SSP annually and to revise the student's SSP as necessary to identify the courses to be taken each year until all required core courses are completed. Part of the review shall include an explanation of the possible impacts the revisions to the plan might have on the student's graduation requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student's diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created:

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

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

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.<sup>5</sup> Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.<sup>6</sup>

### **DROPPING OR ADDING A CLASS**

After the first five days of each semester, authorization must be obtained from the principal prior to any student dropping or being dropped from any course, whether the course is offered for credit or not. Signatures are required from both teachers (class dropping and class adding) on a schedule request change form BEFORE the request will be approved.

Any student dropped from a course that is offered for credit after the first ten days of each semester will receive an "F" for the course. Any exceptions must be authorized by the principal or counselor and will only be done so under unusual or extraordinary circumstances.

## FOREIGN EXCHANGE STUDENT PROGRAM

The following regulations will govern the foreign exchange student policy at Cotter High School:

1. Cotter High School will allow a maximum of three foreign exchange students to attend each school year.
2. Foreign exchange students will be expected to take the same curriculum class load as any other Cotter High School student.
3. The representative or organization sponsoring a foreign exchange student must inform the building principal of a request to enroll the exchange student.
4. All recommendations concerning acceptance or rejection of exchange student applications will be made by the Buildings Selection Committee.
5. Foreign exchange students will be expected to abide by all the rules of Cotter School District.
6. Foreign exchange students accepted into the Cotter School District who meet eligibility regulations for extracurricular activities, as set by the Arkansas Department of Education (ADE) and the Arkansas Activities Association (AAA), are encouraged to participate.
7. Foreign exchange students who have been accepted into the district must submit the following information prior to enrollment:
  - a. name of the host family and representative;
  - b. a full copy of all the student's application papers
  - c. a current transcript (in English), which includes-
    1. course titles for each subject taken;
    2. the school year the class was taken;
    3. the grade earned for each class

## GRADE LEVEL CLASSIFICATION

(High School, 9<sup>th</sup>-12<sup>th</sup> grades)

**Grade Level Classification Can Not Change at Mid-Year.**

The graduating classes of 2023 will require twenty-four (24) credits to graduate.

Beginning with the class of 2024 and thereafter, twenty-five (25) credits will be required to graduate.

Freshman (9<sup>th</sup>) promoted from 8<sup>th</sup> grade Junior (11<sup>th</sup>) twelve or more credits

Sophomore (10<sup>th</sup>) six or more credits Senior (12<sup>th</sup>) eighteen or more credits

\*\*NOTE - Classification of special education students will be based on their IEP's and the above criteria.

## GRADE POINT AVERAGE

See "Rank-In-Class".

## GRADING SYSTEM (5.15)

Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the express academic objectives of the course. Grades that reflect other educational objectives such as those contained in the learner outcomes and curriculum frameworks may also be given.

The following scale shall be used for all courses taken at Cotter High School except honors courses:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

NC= No Credit

I= Incomplete (Students receiving an "I" for a grading period have one week after the grading period to make up excused, missed or incomplete work. Failure to meet this criterion may result in the "I" becoming an "F".)

Each letter grade shall be given a numeric value for the purpose of determining grade point average. The numeric value for each letter grade shall be:

A= 4 points

B=3 points

C=2 points

D=1 point

F=0 points

## GRADUATION (COMMENCEMENT) CEREMONY POLICY

The graduation of the qualifying seniors should be the highlight of the school year. The ceremony signifies the student's successful completion of the State of Arkansas' and the Cotter Board of Education's requirements to receive a Diploma of Graduation. The ceremony itself should be considered a special occasion for the graduates, their family and friends, the board of education, and the school district staff.

A graduation planning committee consisting of; no more than five, nor fewer than three members of the senior class, the superintendent of schools, the high school principal, and four to six teachers shall develop the graduation program to be presented to the Cotter Board of Education at the regular March school board meeting. (The committee may accept nominations from seniors for speakers, but the committee will vote on the final decision.) Upon approval by the Board, the program shall be considered finalized unless changed by the Board due to unforeseen circumstances.

The Board authorized the school district administration to take whatever reasonable security measures may be necessary to control unruly or disrespectful conduct by anyone attending the graduation ceremony.

The Board of Education is honored to have students complete programs of study and receive honors for having high achievement. In an effort to honor hard work, only students who have completed programs of study or been named honor graduates may wear stoles or cords associated with each program of study. The following are allowable honors to be worn at graduation and what they stand for:

**Business- Light blue/white cord**

**Fine Arts - Purple sash**

**FACS- Red/white cord**

**Agriculture- Blue/gold cord**

**BETA- Gold sash**

**Honor Graduates- Gold cord**

**Boys/Girls State- Red/white/blue cord**

**Automotive-Silver cord**

**Welding- Black cord**

**Health Professions- Solid White cord**

**Mechatronics- Black/white cord**

## **HOMEWORK POLICY**

The Cotter School District believes that homework and independent study skills should be a positive experience and provide students the opportunity to reinforce skill development, manage learning time away from the school setting, and communicate to the parents learning activities provided during the school day.

Homework will be assigned to students based upon any, all, or a combination of the following criteria:

1. a reinforcement of on-going class work
2. a continuation of work started in a specific class but impossible to complete within the given classroom time allotment
3. an extension of classroom activities which used community resources – a practical application to the real world
4. advance preparation for an upcoming classroom activity.

## **HONOR GRADUATES IN 2020 AND THEREAFTER**

To graduate with honors, a student must:

1. Complete Smart Core diploma requirements
2. Complete at least four semesters of Advanced (AP) or college concurrent courses, or a combination of the two.
3. Attend public or private accredited schools for eight semesters (freshman, sophomore, junior, and senior years).

### **SUMMA CUM LAUDE, MAGNA CUM LAUDE, CUM LAUDE**

The following designations are made based on a student's GPA: summa cum laude = 4.00 and above; magna cum laude = 3.75-3.99; cum laude = 3.50-3.74.

### **VALEDICTORIAN, SALUTATORIAN**

The valedictorian at Cotter High School must meet the requirements as laid out in numbers one through three in the above sub-section and must be a senior who is ranked number one in his/her class at the end of seven semesters, and have attended Cotter High School for the last 3 semesters.

The salutatorian at Cotter High School must meet the requirements as laid out in numbers one through three in the above sub-section and be a senior who is ranked number two in his/her class at the end of seven semesters, and have attended Cotter High School for the last 3 semesters.

## **HONOR ROLL**

The honor roll is announced at the end of each nine weeks and each semester. To qualify for the "A" Honor Roll, a student must make all "A's" during the affected grading period. In order to make the "A-B" Honor Roll, a student must make all "A's" and "B's" for the affected grading period. To be eligible for the honor roll a student must also be enrolled in a minimum of four courses in which the student is earning credit toward graduation.

\*\*Warning - Students receiving an "I" for a grading period will not qualify for the Honor roll for that semester.

## **MAKE-UP WORK (4.8)**

Students who miss school due to an excused absence shall be allowed to make up the work they missed during their absence under the following rules:<sup>1</sup>

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.<sup>2</sup>
2. Teachers are responsible for providing the missed assignments when asked by a returning student.<sup>2</sup>
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.<sup>2</sup>
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.<sup>3</sup>
6. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.<sup>4</sup>
7. Students are responsible for turning in their make-up work without the teacher having to ask for it.<sup>2</sup>
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. As required/permitted by the student's Individual Education Program or 504 Plan.

Work may not be made up for credit for unexcused absences **unless** the unexcused absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.<sup>5</sup>

Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District's programs, measures, or alternative means and methods to continue student engagement and access to education during the student's period of suspension or expulsion<sup>6</sup>

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

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

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

### **MIDTERM PROGRESS REPORT**

Progress reports will be generated and distributed the fifth week of each grading period to all students.

### **PARENT-TEACHER CONFERENCES**

Upon receiving any midterm deficiency notices or nine-weeks /semester progress reports where a student has received any unsatisfactory grade (s), parents/guardians are expected to contact the principal's office to arrange a conference with the teacher (s) of the class or classes in which the student is making unsatisfactory progress.

### **PROCEDURE FOR INSPECTING EDUCATION RECORDS**

1. Parents or eligible students should submit a written request to the principal which identifies as precisely as possible the record (s) he/she wishes to inspect.
2. The principal or other appropriate school official will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.
3. When a record contains information about a student's), other than the parent's child or eligible student, they may not inspect or view the portion of the record, which pertains to other students.

\*\* NOTE: Parents and eligible students can be DENIED access to records under the following circumstances:

1. The record is unavailable at this time. (As soon as it becomes available, the appropriate parties will be notified.)
2. The record contains information about other students.
3. The record involves ANSWERS to standardized tests.

### **RANK-IN-CLASS/GRADE POINT AVERAGE CALCULATION**

Preliminary rank-in-class & grade point average (GPA) for seniors is calculated for 8 semesters (grade 9-second semester grade 12).

Rank-in-class and GPA are based on semester grades only.

Rank-in-class uses the following scale for determining GPA:

A=4 points; B=3 points; C=2 points; D=1 point; F=0 points except weighted credit given for all AP classes.

FINAL class ranking will be determined at the end of the EIGHT SEMESTERS.

### **REPORTING ACADEMIC PERFORMANCE**

All teachers will be available for conferences to communicate personally with the parents or guardian(s) of each student a minimum of twice each school year to discuss the student's academic progress. All conferences will be scheduled at a time and place to best accommodate those participating in the conference. These conferences will be established on the school's calendar of events each year.

### **SEMESTER TESTING**

In some form a semester tests will be given each semester of the school year. Each semester test will be worth twenty percent of the student's semester grade in the affected course being tested.

### **SEMESTER TEST EXEMPTION**

A student may be exempt from semester exams by class period provided ALL the following requirements are met:

1. Must have an A average with 5 absences or less.
2. Must have a B average with 3 absences or less
3. Must have a C average with no absences.



4. No In- or Out-of-School Suspension for the school year.

\*\*Students may only arrive and leave campus one time. Anyone leaving early must turn in a written permission note from a parent/guardian and sign the check-out sheet. This includes students who will be picked up by a parent.

## **ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS (4.59)**

The District allows private school and home schooled students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered by the District. The District will place a list of courses that a private schooled 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 schooled student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:

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

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

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

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

- Require the addition of staff or classrooms;
- Exceed the capacity of a program, class, grade level, or school building;
- Cost the District more for the student to attend the academic course than the District receives for the student's attendance;
- Cause the District to provide educational services the District does not currently provide at a financial burden to the district; or
- Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

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

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

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

The responsibility for transportation of any private schooled 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 schooled students under this policy is in addition to the opportunity provided in Policy 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

## **SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2025 (4.45)**

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*<sup>1</sup> will be sent home with students prior to their enrolling in seventh (7<sup>th</sup>) grade, or when a seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.<sup>2</sup> 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<sup>3</sup> to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:<sup>4</sup>

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.<sup>5</sup>

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

### **GRADUATION REQUIREMENTS**

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional three (3) units to graduate for a total of twenty-five (25) units. The additional required units may be taken from any electives offered by the district.<sup>6</sup> There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

### **Personal and Family Finance**

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

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

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.<sup>87</sup>

Fine Arts: one-half (½) unit

Survey of Business: one (1) 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.<sup>8</sup>

**CORE: Sixteen (16) units**

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

Oral Communications: one-half (½) unit

Mathematics: four (4) units

- Algebra or its equivalent\* - 1 unit
  - Geometry or its equivalent\* - 1 unit
  - All math units must build on the base of algebra and geometry knowledge and skills.
  - (Comparable concurrent credit college courses may be substituted where applicable)
  - A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry
- \* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units

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

Social Studies: three (3) units

- Civics one-half (½) unit

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.<sup>87</sup>

Fine Arts: one-half (½) unit

Survey of Business: one (1) 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.<sup>8</sup>

## **SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026 (4.45.1)**

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*<sup>1</sup> will be sent home with students prior to their enrolling in seventh (7<sup>th</sup>) grade, or when a seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) grade student enrolls in the district for the first time and there is not a signed waiver form in the student’s permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.<sup>2</sup> Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:<sup>4</sup>

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district’s annual professional development shall include the training required by this paragraph.<sup>5</sup>

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

## **GRADUATION REQUIREMENTS**

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional three (3) units to graduate for a total of twenty-five (25) units. The additional required units may be taken from any electives offered by the district.<sup>6</sup> There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

### **Personal and Family Finance**

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

### **Computer Science**

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

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

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

Oral Communications: one-half (½) unit

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

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

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

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

3) Algebra II; and

4) The fourth unit may be either:

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

Natural Science: three (3) units

a. DESE approved biology – 1 credit;

b. DESE approved physical science – 1 credit; and

c. A third unit that is either:

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.<sup>7</sup>

Fine Arts: one-half (½) unit

Survey of Business: one (1) 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.<sup>8</sup>

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

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.<sup>87</sup>

Fine Arts: one-half (½) unit

Survey of Business: one (1) 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.<sup>8</sup>

## **SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER (4.45.2)**

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*<sup>1</sup> will be sent home with students prior to their enrolling in seventh (7<sup>th</sup>) grade, or when a seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.<sup>2</sup> 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<sup>3</sup> to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:<sup>4</sup>

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.<sup>5</sup>

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

## **GRADUATION REQUIREMENTS**

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional three (3) units to graduate for a total of twenty-five (25) units. The additional required units may be taken from any electives offered by the district.<sup>6</sup> There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

## Personal and Family Finance

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

## Computer Science

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

## Community Service

Except as otherwise provided by this policy, each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers.

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

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

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

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

## SMART CORE: Sixteen (16) units

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit



Economics – one half ( $\frac{1}{2}$ ) 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.<sup>7</sup>

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

**CAREER FOCUS: - Six (6) units**

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

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

**CORE: Sixteen (16) units**

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

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

Mathematics: four (4) units

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

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

Science: three (3) units

- a. DESE approved biology – 1 credit;
- b. DESE approved physical science – 1 credit; and
- c. A third unit that is either:
  - o An additional science credit approved by DESE; or
  - o 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.<sup>7</sup>

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

Survey of Business: one (1) 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.

### **REQUIREMENTS FOR EARLY GRADUATION**

1. Any student who wishes to graduate in May of their junior year may only apply for that privilege during their sophomore year or no later than July 30th of the summer before their junior year.
2. The student must have a minimum cumulative GPA of 3.0.
3. The student and parent/guardian must meet with the guidance counselor, prior to the above mentioned date, to discuss academic goals, career goals, and the student's rationale for their request.
4. The student and parent/guardian must meet with a committee, consisting of the guidance counselor, principal, and a minimum of two(2) teachers to discuss the student's request for early graduation and their options to successfully fulfill all graduation requirements.
5. The committee will make the final decision, whether the student's request for early graduation is approved or denied.
6. If the committee approves the student's request for early graduation, a contract must be signed by the student, their parent/guardian, guidance counselor, and principal.
7. The student will be required to attend school until the date of graduation.
8. Students who graduate early will not meet the eight (8) semester requirement to be an honor graduate.

A student requesting early graduation should understand that they shall be considered a member of the junior class and would forfeit all rights and privileges afforded a member of the senior class, with the exception of graduation exercises.

### **STUDENT AIDES**

Students must meet the following requirements in order to be selected as a student aide: must be either a junior or senior, have a cumulative GPA of 2.5 or better, and have a completed teacher request. A student who is not a junior or senior may be a student aid if all conditions are met except grade level and approved by the principal.

## **IV. Discipline Policies (4.17)**

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

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

The 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 personnel policy committees shall annually review the District's student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the Cotter School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

The District's student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall sign and return to the school an acknowledgement form documenting that they have received the policies.

The District shall develop and provide programs, measures, or alternative means and methods for continued student engagement and educational access during periods of suspension or expulsion.

The superintendent is authorized to modify the penalties set forth in the District's student discipline policies on a case-by-case basis.

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the

principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation: the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

### **ABUSIVE OR THREATENING BEHAVIOR**

Students must refrain from threats of physical harm to any person. An insinuation of death or harm to another person is prohibited. This includes oral, written, physical or electronic communications (phone, internet, etc.). Threats in some circumstances are felonious acts and are severe violations of school rules. Appropriate action will be taken upon report of all threats.

Any student who threatens others with serious injury or death or who brings or talks of bringing a weapon to school will automatically be referred to the Cotter School Resource Officer, Baxter County Sheriff's Office, Baxter County Juvenile Services, & the Cotter or Gassville Police Departments(AR Code 6-17-113 as amended by Act 1520, 1999).

### **AFTER SCHOOL DETENTION**

After school detention will be administered by the principal or his designee.

1. A student placed in ASD is not permitted to leave the school campus until after he/she has served ASD for the day assigned. The student is required to remain in ASD from 3:15-4:00.
2. ASD will be held on Monday and Wednesday from 3:15-4:00.
3. Transportation home after ASD is the responsibility of the student.
4. Violating school rules while in ASD or an unexcused absence from an assigned date will result in one day of In-School Suspension(ISS). Approval for an excused absence from ASD must be received from the principal to avoid additional disciplinary action. Whenever possible, the student is to give the principal advanced notice as to the reason he/she needs to reschedule an assigned ASD.

### **ACCUMULATION OF DISCIPLINARY REFERRALS**

The following guidelines have been set for the limit of referrals of misconduct a student can accumulate per semester. A referral can include noon detentions, bus write-ups, office referrals, etc. Basically, referrals are disciplinary actions that have been documented in the office.

1. Once a student accumulates, within a semester, seven (7) referrals that student will meet with the building principal and receive one (1) day of In School Suspension. The parents will be notified.
2. Once a student accumulates, within a semester, ten (10) referrals that student will meet with the building principal and receive three (3) days of In School Suspension. The parents will be notified.
3. When a student accumulates fifteen (15) referrals a meeting will take place involving the student, his/her parents, and the administration. The student will be suspended from school for three (3) days (3 days Out of School Suspension). The parents will be notified.
4. If a student accumulates twenty (20) referrals this is thought to be an overly excessive amount of discipline problems for one student in one semester. It is obvious that the student is not functioning well in Cotter Schools and is also probably interfering with the learning of others. She/he will be suspended from school for ten (10) days (10 days Out of School Suspension). The student and parents/guardians will be required to meet with the Cotter Board of Education and possible expulsion or referral to the Baxter County Alternative School may result.

The following guidelines have been set for the limit of days assigned to In School Suspension and number of Out of School Suspensions per semester.

1. Students are allowed 12 days of In School Suspension per semester, all additional days assigned to In School Suspension after the 12<sup>th</sup> day will convert to days of Out of School Suspension.
2. If a student is assigned to Out of School Suspension 3 times in a semester, it is obvious that the student is not functioning well in Cotter Schools and may be interfering with the learning of others. The student may be recommended for expulsion or referral to an Alternative Learning Environment.

### **BULLYING (4.43)**

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

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

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

- A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or

- Substantial disruption of the orderly operation of the school or educational environment;

Examples of "Bullying" include, but are not limited to, a pattern of behavior involving one or more of the following:

1. Cyberbullying;

2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,

3. Pointed questions intended to embarrass or humiliate,

4. Mocking, taunting or belittling,

5. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,

6. Demeaning humor relating to a student's actual or perceived attributes,

7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,

8. Blocking access to school property or facilities,

9. Deliberate physical contact or injury to person or property,

10. Stealing or hiding books or belongings,

11. Threats of harm to student(s), possessions, or others,

12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or

13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

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

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

- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees includes, but is not limited to:

- a. Building a fake profile or website of the employee;

- b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;

- c. Posting an original or edited image of the school employee on the Internet;

- d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;

- e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;

- f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;

- g. Signing up a school employee for a pornographic Internet site; or

- h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

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

"Substantial disruption" means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;

- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;

- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or

- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

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

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the

building principal, or designee, as soon as possible. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the building principal, or designee.

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

A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
  - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
  - b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5<sup>th</sup>) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
  - a. That a credible report or complaint of bullying against their student exists;
  - b. Whether the investigation found the credible report or complaint of bullying to be true;
  - c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
  - d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:
  - a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
  - b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

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

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, legal guardians, persons having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation, the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

Copies of this policy shall be available upon request.

#### **POSSESSION & USE OF CELL PHONES & OTHER ELECTRONIC DEVICES (4.47)**

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

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

As used in this policy, "electronic device" means any electronic device that can be used to transmit or capture images, sound, or data, which includes, without limitation, a:

- A. Cellular telephone;
- B. Paging device;
- C. Beeper;
- D. Mobile telephone that offers advanced computing and internet accessibility;
- E. Digital media player;
- F. Portable game console;
- G. Tablet, notebook, or laptop computer;
- H. Digital camera; and
- I. Digital video or audio recorder,

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

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the device when not being used for reason #1.
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the device to record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms.
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.
6. The use of cell phones, earbuds, or other personal electronic devices by students is forbidden during the instructional period. This includes use of said devices in the hallways, restrooms, and pavilions while class is in session. Cell phones must be placed in the designated classroom area or turned off in a student's backpack. Earbuds or headphones may not be worn in the classroom, unless expressly permitted by the classroom teacher.

Students who do not comply with this policy will have their cell phone confiscated by the teacher and the following will occur:

- a. First Offense- Students may pick up the device at the end of the day.
- b. Second Offense- Parent or guardian may pick-up the device at the end of the day and the student shall serve one noon detention.
- c. Third Offense- Parent or guardian may pick-up the device at the end of the week and the student shall serve one after-school detention.
- d. Fourth Offense- Parent or guardian may pick up the device at the end of the week, students will no longer be permitted to have an electronic device on campus, and the student shall serve one day ISS.

Use of an electronic device is permitted to the extent it is approved in the 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 to 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 which is in motion and on school property. Violation may result in disciplinary action up to and including suspension.

### **CORPORAL PUNISHMENT (4.39)**

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

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

All corporal punishment shall be administered privately, i.e. out of the sight and hearing of other students, shall not be excessive, or administered with malice, and shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District. Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.

## DISCIPLINE CHART

#	OFFENSE	MINIMUM OPTIONS	MAXIMUM OPTIONS
1	Bus Infraction	Warning/after school detention/Parent Contact/ISS/Suspension for bus privileges	Permanent Suspension from bus privileges
2	Cheating/Allowing others to cheat off you/Plagiarism/Unauthorized use of AI programs	Corporal Punishment/ISS/Warning/Zero on assignment	Suspension
3	Cursing/Swearing/Profanity	Noon detention/Corporal Punishment/ISS	Suspension
4	Dress Code Violation	Warning & change clothes/noon detention/after-school detention	Corporal Punishment/ISS/Suspension
5	Destruction of property	Payment & Parent Contact/Police contact	Payment/Suspension/Recommend Expulsion
6	Disruption of teaching	Warning/noon OR After-school Detention	Out of School Suspension
7	Failure to do class assignments	Noon detention/Corporal Punishment/ISS	Suspension
8	Fighting	2-5 day out of school suspension	10 day suspension/Recommend Expulsion
9	Fireworks	ISS/2-5 day out of school suspension	Recommend Expulsion
10	Gambling	Warning/noon detention/After-school Detention/Corporal Punishment/ISS	Suspension
11	Gang Activity	ISS/5 day out of school suspension	Recommend Expulsion
12	Initiating a Confrontation	Warning/noon detention/After-school Detention/Corporal Punishment	ISS/Suspension
13	Harassment/Bullying/Verbal abuse	Warning/Corporal Punishment/ISS/ Out of School Suspension	Recommend Expulsion
14	Horseplay/Hall misconduct	Warning/Noon detention/After-school Detention/Corporal Punishment	ISS/Suspension
15	Hugging/Kissing/Displays of affection	Warning/Noon detention/After-school Detention/Corporal punishment	ISS/Suspension
16	Insubordination to authority figure	Corporal punishment/ISS/	Suspension/Recommend Expulsion
17	Lack of class materials, assignment, handbook, or parent signature	Warning/noon detention/Corporal punishment/After-school detention	ISS/Suspension
18	Lack of office, library or hall pass	Noon detention/After-school detention/Corporal punishment/ISS	Suspension
19	Physical or Verbal Abuse/assault on school staff	No minimum	Police contact/Recommend Expulsion
20	Pornography possession &/or Distribution/sexting/Indecent exposure/	Suspension /Parent Contact/Mandatory Reporting when applicable/Police Contact	10 day Suspension/Recommend Expulsion
21	Possession &/or Use of articles prohibited (laser pointers, electronic gaming or music devices, water guns, skateboards, small pocket knives, etc.)	Confiscation, Student pickup, parent pickup, , Suspension	Suspension, confiscation for remainder of semester

22	Possession, use, being under the influence of drugs, alcohol, controlled substances, or in possession of drug paraphernalia	5-10 day out of school suspension/Police Contact	Suspension/Recommend Expulsion/Police contact
23	Prescription or pretend drug possession or distribution	Sat. School/suspension/police contact	Recommend Expulsion
24	Selling of illegal drugs	Long term suspension/Police contact	Recommend Expulsion
25	Setting a Fire	Long term suspension/Police contact	Recommend Expulsion
26	Sleeping in Class	Warning/noon OR After-school Detention	ISS/Suspension
27	Theft	Payment/police contact	Suspension/Recommend Expulsion/Police Contact
28	Tobacco/Tobacco Products	ISS/Suspension/Police contact	10 day suspension/ Recommend Expulsion/ Police Contact
29	Truancy/ Abuse of Tardies	Parent Contact/after school detention/ ISS/Sat. school/Police contact/Attendance Committee	Suspension/Recommend Expulsion
30	Weapons(Guns, ammunition, knives, etc.)	Confiscate/Recommend Expulsion/Police Contact	ISS/OSS
31	Violation of handbook policies on a continual basis	Long-term suspension/Referral to Alternative Learning Environment (ALE)	Recommend Expulsion

### **DISCIPLINE FOR THE HANDICAPPED**

1. Handicapped students who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to a free appropriate public education.
2. The individual education plan (IEP) team for a handicapped student will consider whether particular discipline procedures should be adopted for that student and included in the IEP.
3. Handicapped students may be excluded from school only in emergencies and only for the duration of the emergency. In no case will a handicapped student be excluded for more than ten days in a school year.
4. After an emergency suspension is imposed on a handicapped student, an immediate meeting of the student's IEP team should be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and toward minimizing the harm resulting from the suspension.
5. The suspended student will be offered alternate educational programming for the duration of the exclusion.
6. There will be a person designated as a grievance officer for 504 cases.

### **DISRUPTION OF SCHOOL (4.20)**

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

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

### **DRUGS AND ALCOHOL (4.24)**

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

Therefore, no student in the Cotter 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;
- Any controlled substance.

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—STUDENT MEDICATIONS.

Disciplinary Action for Violations

When the principal or designated person in charge of handling an alleged drug-alcohol policy violation has been notified that a student is suspected of violating the policy, the school official will allow the student to respond. Every effort will be made to allow the student to explain his/her suspected behavior. If the student denies the charge and the official has a reasonable suspicion the charge has merit, the official may search the student and/or his/her possessions.

### **LASER POINTERS (4.28)**

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

### **EXPULSION (4.31)**

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

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

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

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

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

The hearing shall be conducted no later than ten (10) school days<sup>1</sup> following the date of the notice, except that representatives of the Board and student may agree in writing to a date not conforming to this limitation.

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

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

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property.<sup>2</sup> The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

### **GANGS/GANG ACTIVITY (4.26)**

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

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

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

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

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

### **NOON DETENTION HALL**

1. Students will report directly to detention. Students must report within four minutes. Students will follow detention hall rules.
2. Teacher will attempt to inform the parent/guardian of the assignment to detention.
3. If a student skips a noon detention, he or she will be referred to the office to receive further disciplinary action.

### **REFERRALS TO OUTSIDE AGENCIES**

Some offenses, depending on the severity or mandatory reporting of incidents, such as any felonious acts, assaults, or threats, will require notification to the Cotter School Resource Officer, Baxter County Sheriff's Office, Baxter County Juvenile Services, Department of Human Services or Cotter and Gassville Police Departments.

Administration will make a reasonable, good faith effort to contact parents when their child has been reported to, interviewed by, or taken into custody by law enforcement personnel and for other purposes. (Act 1217 of 2001).

### **STUDENT CONDUCT**

All students are expected to conduct themselves, at all times, in a manner that will contribute to the best interest of the school system and not infringe on the rights of others. The following activities and rules will subject the student to disciplinary action. A violation of the rule will occur whether the conduct takes place on the school grounds at any time, off the school grounds at a school activity/function/event, or in route to and from school.

1. The student handbook should be read by every student.
2. Students may not leave campus before checking out properly through the office. Once you arrive on campus before school, you may not leave the school grounds without proper checkout procedures.
3. Teachers may not grant permission for a student to leave campus.

4. Food or drink will not be allowed in any classroom, gymnasium or library during the school day without prior permission from the principal or teacher for the purpose of special event days. Any beverage that still contains any amount of liquid within it must be closed with a screw-on cap prior to entering any campus building and must be put away in the student's locker or bag. Empty bottles must be thrown away.
5. Students will pay for school property they destroy or abuse.
6. When attending a school sponsored activity, whether on campus or off, students will be expected to follow all rules and regulations adopted by the Board of Education. (If any student's behavior results in exclusion from participation in any school sponsored activity and the school official in charge considers it necessary to require that the student return home, the student will be responsible for ANY COSTS associated with his return. Any costs assumed by the school will be reimbursed by the student within two weeks of the student's return.
7. Students, faculty, or people outside the school are not to distribute printed materials without the principal's approval.
8. Students who are absent for more than ½ of the day of a scheduled night activity or athletic event may not participate in the activity or athletic event without approval in advance by the principal.
9. Students not involved in after-school activities must leave immediately after school is dismissed. This includes the student parking lot.
10. During semester test days, no student will be allowed to take a test early or leave school before the end of the test period.
11. Any flowers, balloons, gifts, etc., delivered to school must be left in the office until the end of the school day.
12. Possession of laser pointers are prohibited on school property and/or school-sanctioned events unless a student has express permission from a teacher or the principal, in which case the student must be under the supervision of the teacher or principal during the time the pointer is being used.
13. MISCELLANEOUS: 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.

### **PROHIBITED CONDUCT (4.18)**

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student's IEP or 504 plan;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession.
10. Inappropriate public displays of affection; while at school or at school functions, student's romantic affections are restricted toward each other (examples of restricted student affection include: holding hands, kissing, hugging, sitting on laps, etc.)
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
21. Sex-based harassment;
22. Bullying;
22. Students are prohibited from being in the building outside of school hours unless they are supervised by school Personnel;
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual's personal property.

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

## **CONDUCT TO & FROM SCHOOL & TRANSPORTATION ELIGIBILITY (4.19)**

The District's Student Code of conduct applies to students while traveling to and from school or to and from a school activity to the same extent as if the students were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District's Student Code of Conduct.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. In addition to other disciplinary measures provided for violations of the District's Student Code of Conduct, the student's bus transportation privileges may be suspended or terminated for violations of the Student Code of Conduct related to bus behavior .

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

## **SUSPENSION FROM SCHOOL (4.30)**

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

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

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

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

OSS suspension 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 readmittance to class will be given to the parent(s), legal guardian(s), person(s) with lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen(18) or older prior to the suspension. Such notice shall be handed to the parent(s), legal guardian(s), person(s) with lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen(18) or older or mailed to the last address reflected in the records of the school district.

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

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

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

The district shall keep a log of contacts attempted and made to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

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

During the First OSS, students and parents may elect to participate in a work program for no monetary compensation (community service) set up through Baxter County Juvenile Services. After successful completion of the work program (duration is the length of suspension), the student will be issued an admit slip which will entitle them to make up work for any lost credit.

During the period of their suspension, students serving OSS shall not be permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program.

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

### **IN-SCHOOL SUSPENSION**

The purpose of ISS is to provide for the students, parents and school administrators an alternative to “out-of-school” suspension. The following conditions will be met if the administrator decides to offer this option to a student receiving disciplinary action.

1. The student will report to the ISS room by 8:00 a.m. each morning and remain there until the 3:10 p.m. bell rings.
2. Lunch will be under the supervision of the ISS Director and the student will eat and remain in the area designated by the ISS Director.
3. A student assigned to ISS is responsible for completing his/her assignments for each subject on the day of suspension. In order to receive credit, all assignments must be turned in to the individual teachers on the first day the student returns to his/her classes after being released from ISS.
4. Any minor infractions of ISS rules may result in an extension of the ISS assignment. A major infraction, as determined by the principal, may result in an out-of-school suspension.
5. 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.
6. Any absence from school during an ISS assignment period will require that the student makes up the day missed in ISS. (An UNEXCUSED absence could result in added ISS days or OSS.)
7. Physical activities, such as sit-ups, push-ups and other forms of physical activities may be assigned.
8. Community Service and school pride activities such as picking up trash will be used to encourage proper behavior by ISS students.
9. Refusal to cooperate with any ISS rules will result in further actions against the student—corporal punishment or out-of-school suspension will be used.

### **TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS (4.23)**

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses 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-pips, vapes, vaping products or under any other name or descriptor.

### **DISCIPLINARY ACTION FOR VIOLATIONS**

When the principal or designated person in charge of handling an alleged drug-alcohol policy violation has been notified that a student is suspected of violating the policy, the school official will allow the student to respond. Every effort will be made to allow the student to explain his/her suspected behavior. If the student denies the charge and the official has a reasonable suspicion the charge has merit, the official may search the student and/or his/her possessions.

## **V. Medical Policies**

### **ACCIDENT/ILLNESS (4.36)**

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

If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school’s expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for the 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.

### **COMMUNICABLE DISEASES AND PARASITES (4.34)**

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: chicken pox, measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be

subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any bloodborne, 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).

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

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

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

## **HEALTH PROGRAM**

Cotter School District employs a registered nurse or LPN who coordinates and provides certain health services for our students:

- a. Screen for scoliosis, vision, hearing and head lice.
- b. First aid
- c. Presentations on health, safety, and human growth and development

BMI reports are generated at the end of every school year for the required grades. These can be obtained from the nurse upon request.

If your child has any health problems that the school officials need to be aware of, please contact the principal's office.

**\*\* NOTE:** If your child needs to take medication at school, please fill out the medication form on the last page of this handbook and return it to the principal's office. All medications must be administered through the nurse or her authorized designee.

## **HEALTH RECORDS**

Student health records must show proof (doctor, health department, or hospital statement) of the following immunizations: DPT/TD, POLIO, MEASLES (RUBEOLA) AND MEASLES (RUBELLA).

**\*\* NOTE:** A SECOND MEASLES SHOT (MMR) is required prior to entering the SEVENTH GRADE.

## **HIV/AIDS POLICY**

Decisions about any changes in the education program of a student who is infected with HIV shall be made on a case-by-case basis, relying on the best available scientific evidence and medical advice. The school shall provide a sanitary environment and adhere to established routines for handling body fluids that are recommended by the "Center for Disease Control". These "Infectious Disease Guidelines" are found in the "Arkansas School Guideline Manual", published by the Arkansas Department of Education and the Arkansas Department of Health. The manual is located in the school nurse's office and in the superintendent's office.

The school shall administer a program of ongoing education about HIV for students, their families, and all school employees (full-time, part-time and temporary professional and support staff) to ensure that all are informed in consistent manner about:

1. the nature of HIV infection, including the mode of transmission, according to current scientific evidence;
2. school district policies and procedures related to employees and students with diseases such as HIV infection;
3. resources within the school district and elsewhere for obtaining additional information or assistance;
4. procedures to prevent the spread of all communicable diseases at school.

When the superintendent or the principal has been notified that a student or staff member is infected with HIV he/she shall follow the reporting procedure recommended by the Arkansas State Board of Education. This is to ensure the safety of persons in school and allow planning to support the person with the illness.

When a person with HIV/AIDS has been identified, the current procedures will be followed:

1. The superintendent or contact person must notify the Director of the Arkansas Department of Education before any action is taken by the local school district.
2. The Director of ADE will notify the Chairperson of the Arkansas AIDS Advisory Board. The Director will give all pertinent information to the Chairperson.

3. The Chairperson of the AIDS Advisory Board will convene the Board when necessary. The Board consists of members from the ADE, Arkansas Board of Health, medical and legal representatives.
4. The Advisory Board will interact directly with the local school Administrators to develop a plan of action, which maintains confidentiality.

In the case of HIV, the superintendent shall determine whether the person who is infected with HIV has a secondary infection such as tuberculosis, which constitutes a recognized risk of transmission in the school setting. In order to make a proper decision the superintendent will consult with the infected person's physician, a qualified public health official who is responsible for such determinations, the infected person, and the infected student's parent/guardian. This group shall also discuss ways that the school may anticipate and meet the needs of the infected student.

If an individually tailored plan is necessary, it shall have a minimal impact on education. It must be medically, legally, educationally, and ethically sound. The superintendent will establish guidelines for periodic review of the case and will oversee implementation of the plan in accordance with local, state, and federal laws, including due process and appeal.

Appeals should be submitted in writing to the superintendent with necessary supporting information for the appeal. The superintendent, upon appeal, will evaluate the information provided in the appeal, previous data, and will consult with necessary legal and medical representatives before rendering a final decision. Utmost confidentiality shall be observed throughout this process.

### **CONFIDENTIALITY**

The personnel named in the preceding section, in reference to making decisions affecting an infected individual, would determine who needs to know if the infected individual attends or works at the school. The additional persons will not know the name of the infected person without the consent of the infected person and if a minor, the minor's parent/guardian. Depending on the circumstances of the case, the following persons may be given information about the infected person, but not their identity: the school nurse and the principal or designee.

Additional persons may be notified if the "decision-makers" feel that this is essential to protect the health of the infected student/staff member, or if additional persons are needed to periodically evaluate or monitor the situation. Consent for notifying these additional persons in writing must be given by the infected person – if a minor, permission must be also given by the parent/guardian.

All persons shall treat all information as highly confidential. No information shall be divulged, directly or indirectly, to any other individuals or groups. All medical information and written conversations, proceedings, and meetings shall be kept by the superintendent in a locked file. Access to this file will be granted only to those persons who have the written consent of the infected person or in the case of a minor, the student's parent/guardian.

To further protect confidentiality, names will not be used in documents except when this is essential. Any document containing the name or any other information that would reveal the identity of the infected person will not be shared with any person – not even for the purpose of word processing or reproduction.

### **IMMUNIZATIONS(4.57)**

**Definitions:**

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

"Serologic testing" refers to a medical procedure used to determine an individual's immunity to Hepatitis B, Measles, Mumps, Rubella and Varicella.

**General Requirements**

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

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

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

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

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

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

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

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

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

### **Temporary Admittance**

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

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

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

### **Exclusion From School**

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

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

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

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

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

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



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

### **PHYSICAL EXAMINATIONS OR SCREENINGS (4.41)**

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

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

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

### **STUDENT MEDICATIONS (4.35)**

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

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

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

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

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

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.<sup>1</sup>

#### **Schedule II Medications<sup>2</sup>**

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.<sup>3</sup> 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.<sup>4</sup>

### **Self-Administration of Medication**

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

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

A student may be authorized to self-administer a stress dose medication to treat the student's adrenal insufficiency with:

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
2. A written order from the student's treating physician stating that the student:
  - a. Is capable of completing the proper method of self-administration of the stress dose medication,; and
  - b. Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

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

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

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

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

### **Emergency Administration of Glucagon and Insulin**

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

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

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

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

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

### **Emergency Administration of Epinephrine**

The school nurse or other trained school employees designated by the school nurse as a care provider who have been trained<sup>6</sup> and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP that provides for the administration of an epinephrine auto-injector in emergency situations.

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

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

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

### **Emergency Administration of Albuterol**

The school nurse or other trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other trained school employee designated by the school nurse as a care provider who has been certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other trained school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

### **Emergency Administration of Anti-opioid**

The school nurse for each District school shall keep anti-opioid injectors on hand and the school nurse and school resource officer shall possess an anti-opioid at all times when on duty. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

An opioid overdose rescue kit shall be placed within all storage locations in the District high school buildings that currently contain an automated external defibrillator for public use. The opioid overdose rescue kits shall be located where it is readily available to the public, be visually free of advertisement, and contain an anti-opioid.

### **Emergency Administration of Emergency Adrenal Insufficiency Medication**

The school nurse or other trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other trained school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

### **Seizure Disorder Medications**

Students who have been diagnosed with a seizure disorder shall have a seizure action plan that shall be a written IHP designed to acknowledge and prepare for the healthcare needs of the student. The student's seizure action plan shall be created in collaboration between District staff and the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis or the student if over eighteen (18). As part of the creation of the student's seizure action plan, the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall:

1. Provide the school with written authorization to administer the seizure medication at school;
2. Provide a written statement from the student's healthcare provider that shall contain the following information:
  - The student's name;
  - The name and purpose of the medication;

- The prescribed dosage;
  - The route of administration;
  - The frequency that the medication should be administered; and
  - The circumstances under which the medication should be administered;
3. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact, which shall be stored in a safe and secure location accessible only by District personnel or volunteers with training to administer seizure medication.
- The written authorization, written statement, and seizure action plan shall be kept on file in the office of the school nurse or school administrator and distributed to any school personnel or volunteers responsible for the supervision or care of the student.

## **VI. Chemical Screen Test Policy**

### **PHILOSOPHY**

It is the philosophy of the Cotter School District that students should be encouraged and supported to be chemical and alcohol free in order to promote good health and well-being. The district recognizes that chemical and/or alcohol abuse or misuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes, and the total development of each individual.

### **PURPOSE**

- To help students make good choices NOT to try or experiment with drugs or alcohol by providing them another option to say “NO.”
- To emphasize the physical and emotional health concerns related to chemical/alcohol use as well as concerns for the safety of others.
- To work cooperatively with the parents by assisting them in keeping their children free from mood-altering chemicals.
- To confirm and support the existing state laws which restrain the use of such mood-altering chemicals.
- To help our students resist the peer pressure that might direct them toward abuse or misuse of chemical substances.
- To establish standards of conduct for students of Cotter School who are considered leaders among their peers.
- To promote a sense of order and discipline among students.
- To deter chemical abuse or misuse by all students through the use of random drug testing.

### **SCOPE**

The provisions of this policy apply to students in Cotter School in grades seven through twelve. No student will be allowed to participate in any school activity (any activity outside the regular curriculum) or drive a vehicle to school until the consent form has been signed by both student and custodial parent/legal guardian and returned to the principal. Positive screening results are considered cumulative and follow the student for the duration of enrollment in the Cotter School District.

### **DEFINITION**

Chemical abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the misuse of the legal drugs and medications.

*Illegal Drugs* are defined as any substance, including alcohol, considered illegal by Arkansas Statutes or which the Food and Drug Administration control unless prescribed by a licensed physician.

### **SELECTION PROCESS**

At the option of the district, all students in activity programs may be drug tested at the beginning of the school year. In addition, random testing will be conducted throughout the school year as determined by the superintendent. Selection of random students will be by lottery drawing from the “pool” of students determined by the participation of activity and selected by an outside agent also determined by the superintendent.

The number of names drawn will be not less than 2% and no greater than 15% of students in grades 7 – 12 at any testing time. An alternate list will be provided for each pull in case a student is absent that day.

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

### **COST**

The cost of the test to be given during random selection will be paid by the district. Any test administered to a student to regain eligibility will be at the cost of the parent/legal guardian.

**Substances Screened (but not limited to)** \*Alcohol is a separate test of its own.

- |                    |                     |                        |
|--------------------|---------------------|------------------------|
| 1. Alcohol*        | 5. Cocaine          | 9. Opiates             |
| 2. Amphetamines    | 6. Ecstasy          | 10. PCP                |
| 3. Barbiturates    | 7. Methaqualone     | 11. THS (Cannabinoids) |
| 4. Benzodiazepines | 8. Methamphetamines |                        |

## **CONSEQUENCES OF A POSITIVE TEST**

NOTE: Refusal of a student to take a drug test will constitute a positive screen.

After confirmation of a positive drug screen, the principal or designee shall notify the student's custodial parent/legal guardian and shall schedule a conference to explain the results and consequences.

First Violation: After confirmation of a positive drug screen, the student will be placed on confidential probation for thirty days. The student will be suspended from all participation in extracurricular activities, practice, and driving privileges for thirty days from the date of the positive drug screen. Students must attend a drug-counseling program (at their expense) or counseling. The student will be tested again in 30 days from the first positive screening at expense of the district. Student(s) will be automatically reinstated to all activities if second test is negative.

After a positive drug screen, the student will be screened each time a screening is administered for one calendar year at the expense of the parent/guardian.

Second Violation: The second positive screening will result in the student being suspended from participation, practice, play and/or driving privileges for one calendar year from the date of the positive test.

Note: A student may earn participation and/or driving privileges (if and only if documentation of completion of a pre-approved drug abuse counseling program (at their expense, if any) and negative test each month during the program). \*Any suspension of privileges from a positive test will be school calendar days –breaks such as summer, winter, and spring will not count as suspension days.

Third Violation: Any subsequent positive screening after the second violation will result in permanent expulsion from all extracurricular activities and permanent loss of driving privileges for the remainder of the student's enrollment at Cotter High School

Positive test results shall NOT be provided to the police or any other law enforcement agency.

NOTE: The students/parent(s)/guardian(s) will be responsible for all costs related to medical treatment by physicians, professional services rendered by any substance abuse counselor or agency, and any additional drug test required as a direct result of a violation of the drug free requirements of this policy.

## **PRESCRIPTION MEDICATION**

The existence of lawfully prescribed medication in the student's sample is NOT a violation of this policy when taken in accordance with a physician's recommendation. Students who are taking prescription medication will provide a copy of the prescription or a doctor's verification in a sealed envelope to school personnel. Students who refuse to provide verification and test positive will be subject to the actions specified in this policy for "positive test."

## Drug Testing Policy Consent Form

I understand that my participation in any extracurricular activity or driving privilege is dependent on my conduct as an individual. I have read the contents of the Cotter School District Drug Testing Policy. I hereby agree to accept and abide by the policies, standards, rules and regulations set forth by the Cotter District School Board for the activity in which I participate.

In order to participate in extracurricular activities and/or possess driving privileges at Cotter Public School, I do hereby consent to abide by, and comply with, the chemical screening policy of the Cotter School District.

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

\_\_\_\_\_  
Student Name (Printed)

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

SSN: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## STUDENT ELECTRONIC DEVICE AND INTERNET USE AGREEMENT (4.29F)

Student's Name (Please Print) \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

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

1. **Conditional Privilege:** The Student's use of the district's access to the Internet is a privilege conditioned on the Student's abiding to this agreement. No student may use the district's access to the Internet whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed this agreement.

2. **Acceptable Use:** The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal laws and regulations and any State laws and rules. The Student also agrees to abide by any Internet use rules instituted at the Student's school or class, whether those rules are written or oral.

3. **Penalties for Improper Use:** If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action.

4. **"Misuse of the District's access to the Internet" includes, but is not limited to, the following:**

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

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

6. **No Expectation of Privacy:** The Student and parent/guardian signing below agree that if the Student uses the Internet through the District's access, that the Student waives any right to privacy the Student may have for such use. The Student and the parent/guardian agree that the district may monitor the Student's use of the District's Internet Access and may also examine all system activities the Student participates in, including but not limited to email, 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 matters which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.

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

Student's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent/Legal Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

**OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION (4.13F)**

I, the undersigned, being a parent of a student, or a student eighteen (18) of age or older, hereby note my objection to the disclosure or publication by the Cotter School district of directory information, as defined in Policy No. 4.13 (Privacy of Student Records), concerning the student named below.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, etc., is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

I object and wish to deny the disclosure or publication of directory information as follows (check all that apply):

- Deny disclosure to military recruiters.
- Deny disclosure to Institutions of postsecondary education.
- Deny disclosure to potential employers
- Deny disclosure to all public and school sources.

Selecting this option will prohibit the release of directory information to the three categories listed above along with all other public sources (such as newspapers), **AND** result in the student’s directory information **not** being included in the school’s yearbook and other school publications.

- Deny disclosure to all public sources.

Selecting this option will prohibit the release of directory information to the first three categories listed above along with all other public sources (such as newspapers), but permit the student’s directory information **to be included** in the school’s yearbook and other school publications.

\_\_\_\_\_  
Name of Student (Printed)

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Signature of Parent/Guardian (or student, if eighteen {18} or older)

\_\_\_\_\_  
Date form was filed (to be filled in by office personnel)

**COTTER JR – SR HIGH SCHOOL  
2024-25**

Student’s Name \_\_\_\_\_

Grade \_\_\_\_\_

I am a legal resident of the Cotter School District and have received and read the Student Handbook.

Please Note: State Law requires that this form be signed and returned to the Cotter School. Please return this sheet within one week after receiving the Student Handbook.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## SMART CORE INFORMED CONSENT FORM

Name of Student: \_\_\_\_\_  
Name of Parent/Guardian: \_\_\_\_\_  
Name of District: \_\_\_\_\_  
Name of School: \_\_\_\_\_

Smart Core is Arkansas's college- and career-ready curriculum for high school students.

College- and career-readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college- and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations. Smart Core is the foundation for college- and career-readiness. All students should supplement with additional rigorous coursework within their career focus.

Successful completion of the Smart Core curriculum is one of the eligibility requirements for the Arkansas Academic Challenge Scholarship. Failure to complete the Smart Core curriculum for graduation may result in negative consequences such as conditional admission to college and ineligibility for scholarship programs. Parents or guardians may waive the right for a student to participate in Smart Core and to instead participate in the Core curriculum. The parent must sign the separate Smart Core Waiver Form to do so.

### SMART CORE CURRICULUM

#### **English – 4 units**

- English 9<sup>th</sup> grade
- English 10<sup>th</sup> grade
- English 11<sup>th</sup> grade
- English 12<sup>th</sup> grade

#### **Mathematics – 4 units; One unit must be taken at 11th or 12th grade**

- Algebra I or First Part and Second Part Algebra I (Grades 7-8 or 8-9)
- Geometry or First Part and Second Part Geometry (Grades 8-9 or 9-10)
- Algebra II
- Fourth Math--Choice of: Advanced Topics and Modeling in Mathematics, Algebra III, Calculus, Linear Systems and Statistics, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics

#### **Natural Science – 3 units with lab experience chosen from:**

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

#### **Social Studies – 3 units(see note beside economics)**

- Civics – ½ unit
- World History – 1 unit
- American History – 1 unit

#### **Oral Communication – ½ unit**

#### **Physical Education – ½ unit**

#### **Health and Safety – ½ unit**

#### **Economics – ½ unit (may be counted toward Social Studies or Career Focus)**

#### **Fine Arts – ½ unit**

#### **Career Focus – 6 units**

*(Comparable concurrent credit may be substituted where applicable.)*

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core curriculum and am choosing the Smart Core curriculum for my child.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Official Signature

\_\_\_\_\_  
Date



**MEDICATION ADMINISTRATION CONSENT FORM (4.35F)**

Student's Name (Please Print) \_\_\_\_\_

This form is good for the school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

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

I hereby authorize the school nurse, or designee, to administer the following medication to my student;

Name of medication \_\_\_\_\_

Name of prescribing health-care provider \_\_\_\_\_

Dosage \_\_\_\_\_

Instructions for administering the medication \_\_\_\_\_

\_\_\_\_\_

Other instructions \_\_\_\_\_

\_\_\_\_\_

I hereby authorize \_\_\_\_\_ to administer the above medication to my student in the unavailability of the school nurse at school in accordance with the above medication administration instructions.

I authorize the school nurse to take a photograph of my student to be used to verify my student's identification before the school nurse or an authorized individual administers medications to my student.

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

Parent or legal guardian signature \_\_\_\_\_

Date \_\_\_\_\_

## MEDICATION SELF-ADMINISTRATION CONSENT FORM (4.35F2)

Student's Name (Please Print) \_\_\_\_\_

This form is good for the school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

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

- a written statement from licensed a health-care provider who has prescriptive privileges that he/she has prescribed the rescue inhaler and/or auto-injectable epinephrine for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing asthma and/or anaphylaxis episodes of the student and for medication use by the student during school hours; and
- a statement from the prescribing health-care provider that the student possesses the skill and responsibility necessary to use and administer the asthma inhaler and/or auto-injectable epinephrine.

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

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

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

I understand this form authorizes my student to possess and use the medication(s) included on this form while on school grounds and at school sponsored events but that distribution of the medication(s) included on this form to other students may lead to disciplinary action against my student.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent or legal guardian signature \_\_\_\_\_ Date \_\_\_\_\_

**GLUCAGON AND/OR INSULIN ADMINISTRATION CONSENT FORM  
(4.35F3)**

Student's Name (Please Print) \_\_\_\_\_

This form is good for the school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school has developed an individualized 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, a trained volunteer district personnel may administer to my child in an emergency situation

Glucagon \_\_\_\_\_

Insulin \_\_\_\_\_

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

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

Parent or legal guardian signature \_\_\_\_\_

Date \_\_\_\_\_

**EPINEPHRINE EMERGENCY ADMINISTRATION  
CONSENT FORM  
(4.35F4)**

Student's Name (Please Print) \_\_\_\_\_

This form is good for the school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

My child has an IHP that provides for the administration of epinephrine in emergency situations. I hereby authorize the school nurse or other school employee certified to administer auto-injectable epinephrine to administer auto-injectable epinephrine in emergency situations when he/she believes my child is having a life-threatening anaphylactic reaction.

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

Date of health-care provider's order \_\_\_\_\_

Circumstances under which Epinephrine may be administered:

\_\_\_\_\_  
\_\_\_\_\_

Other instructions

\_\_\_\_\_  
\_\_\_\_\_

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

Parent or legal guardian signature \_\_\_\_\_

Date \_\_\_\_\_

**ALBUTEROL EMERGENCY ADMINISTRATION CONSENT FORM  
(4.35F5)**

Student's Name (Please Print) \_\_\_\_\_

This form is good for the school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

My child has an IHP that provides for the administration of albuterol in emergency situations. I hereby authorize the school nurse or other school employee certified to administer albuterol to administer albuterol in emergency situations when he/she believes my child is in perceived respiratory distress.

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

Date of health-care provider's order \_\_\_\_\_

Circumstances under which albuterol may be administered \_\_\_\_\_

\_\_\_\_\_

Other instructions

\_\_\_\_\_

\_\_\_\_\_

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

Parent or legal guardian signature \_\_\_\_\_

Date \_\_\_\_\_

**STRESS AND EMERGENCY DOSE MEDICATION ADMINISTRATION  
CONSENT FORM (4.35F6)**

Student's Name (Please Print) \_\_\_\_\_

This form is good for the school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from adrenal insufficiency. The IHP authorizes the school nurse to administer a stress or emergency dose medication to my child in an emergency situation.

Date of physician's order \_\_\_\_\_

Circumstances under which the stress or emergency dose medication may be administered

\_\_\_\_\_

Other instructions \_\_\_\_\_

\_\_\_\_\_

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

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

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

Parent or legal guardian signature \_\_\_\_\_ Date \_\_\_\_\_



# **STRESS DOSE MEDICATION SELF-ADMINISTRATION CONSENT FORM (4.35F7)**

Student's Name (Please Print) \_\_\_\_\_

This form is good for the school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The following must be provided for the student to be eligible to self-administer a stress dose medication. Eligibility is only valid for this school for the current academic year.

- a written statement from a licensed health-care provider who has prescriptive privileges that he/she has prescribed the stress dose medication for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing adrenal insufficiency of the student and for medication use by the student during school hours; and
- A statement from the prescribing health-care provider that the student:
  - Possesses the skill and responsibility necessary to use and administer the stress dose medication; and
  - Has been instructed on the details of his or her medical condition and the events that may lead to an adrenal crisis.

If the school nurse is available, the student shall demonstrate his/her skill level in administering the stress dose medication to the nurse.

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

Students who self-carry stress dose medication shall also provide the school nurse with a dose of the stress dose medication to be used in emergency situations.

I understand this form authorizes my student to possess and use the medication included on this form while on school grounds and at school sponsored events but that distribution of the medication included on this form to other students may lead to disciplinary action against my student.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent or legal guardian signature \_\_\_\_\_ Date \_\_\_\_\_

**HOME SCHOOLED STUDENTS' LETTER OF INTENT TO  
PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT RESIDENT  
DISTRICT (4.56.2F)**

Student's Name (Please Print) \_\_\_\_\_

Parent or Guardian's Resident Address

Street \_\_\_\_\_ Apartment \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Student's date of birth \_\_\_/\_\_\_/\_\_\_ Last grade level the student completed \_\_\_\_\_

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30<sup>th</sup> percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education. \_\_\_\_\_

Name of test, Date taken, and score achieved

\_\_\_\_\_

Extracurricular activity the student requests to participate in

\_\_\_\_\_

Course(s) the student requests to take at the school

\_\_\_\_\_

Proof of required immunizations/vaccinations or an exemption issued by the Arkansas Department of Health \_\_\_\_\_

Proof of identity \_\_\_\_\_

Date Submitted \_\_\_/\_\_\_/\_\_\_

Parent's Signature \_\_\_\_\_

**HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT NON-RESIDENT DISTRICT (4.56.2F2)**

Student's Name (Please Print) \_\_\_\_\_

Parent or Guardian's Resident Address

Street \_\_\_\_\_ Apartment \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Student's date of birth \_\_\_/\_\_\_/\_\_\_ Last grade level the student completed \_\_\_\_\_

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30<sup>th</sup> percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education. \_\_\_\_\_

Name of test, Date taken, and score achieved \_\_\_\_\_

Extracurricular activity(ies) the student requests to participate in

\_\_\_\_\_

Course(s) the student requests to take at the school

\_\_\_\_\_

Proof of identity \_\_\_\_\_

Date Submitted \_\_\_/\_\_\_/\_\_\_

Parent's Signature \_\_\_\_\_

As the superintendent of the above student's resident district, I agree that the above student may participate in extracurricular activities at \_\_\_\_\_ School District.

Resident Superintendent's Signature: \_\_\_\_\_

As the superintendent of the \_\_\_\_\_ School district, where the above student desires to participate in extracurricular activities, I agree to allow the student to participate in extracurricular activities at \_\_\_\_\_ School District.

Non-resident Superintendent's Signature: \_\_\_\_\_

## OBJECTION TO PHYSICAL EXAMINATIONS OR SCREENINGS

I, the undersigned, being a parent or guardian of a student, or a student eight (18) years of age or older, hereby note my objection to the physical examination or screening of the student named below.

Physical examination or screening being objected to:

- Vision test
- Hearing test
- Scoliosis test
- Other, please specify
- BMI

Comments:

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Name of student (printed)

---

Signature of parent (or student, if eighteen {18} or older)

---

Date form was filed (To be filled in by office personnel)

**PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEBSITE  
(5.20 F1)**

I hereby grant permission to the Cotter School District to display the photograph or video clip of me/my student (if student is under the age of eighteen {18}) on the District's website, including any page on the site, or in other District publications without further notice. I also grant the Cotter School District the right to edit the photograph or video clip at its discretion.

The student's name may be used in conjunction with the photograph or video clip. It is understood, however, that once the photograph or video clip is displayed on a web site, the District has no control over how the photograph or video clip is used or misused by persons with computers accessing the District's website.

\_\_\_\_\_  
Name of student (Printed)

\_\_\_\_\_  
Signature of student (only necessary if student is over eighteen {18})

\_\_\_\_\_  
Signature of parent (required if student is under eighteen {18})

\_\_\_\_\_  
Date