

De Queen Public Schools

Student/Parent Handbook

2026-2027



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2026-2027 ACADEMIC CALENDAR



**DE QUEEN
PUBLIC SCHOOLS**

BELL SCHEDULE 7:55-3:10 (370 MINS)

2026-2027 REGISTRATION DAYS

Jul 22: 12th grade
Jul 27: 11th grade
Jul 28: Primary &
Elementary
Jul 29: 10th grade
Jul 30: Middle &
Jr. High

NOVEMBER 2026

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

Nov. 23-27: Thanksgiving Holiday

'26 AUGUST 2026

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

Aug. 4: New Employee Orientation
Aug. 5, 6, 11: District PD Days
Aug. 12: First Day of School

DECEMBER 2026

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

Dec 21-Jan 1: Christmas Break

SEPTEMBER 2026

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

Sept. 7: Labor Day/No School

'27 JANUARY 2027

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

Jan 1: Christmas Break
Jan. 4: 3rd 9 Weeks
Jan. 18: MLK Holiday

OCTOBER 2026

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

Oct. 12: 2nd 9 Weeks
Oct. 15: Parent/Teacher Conf.
Oct. 16: Fall Break/No School

FEBRUARY 2027

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

Feb. 12-15: Winter Break

MARCH 2027

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

March 11: 4th 9 Weeks
March 18: Parent/Teacher Conf.
March 19-26: Spring Break

APRIL 2027

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

April 19: No School

MAY 2027

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

May 10: Graduation 8:00 PM
May 21: Last Day of School
May 24-27: Snow/Make-Up Days
May 31: Memorial Day

Early Dismissal Days (2:00 PM)

- Parent/Teacher Conferences
 - October 15
 - March 18
- December 18th
- Last Day of School

Two make-up days are embedded in the calendar for emergency/weather days.

If additional emergency/weather days are needed, days will be added to the end of the school year.



- Staff Development/No School
- School Holiday/Closed
- First/Last Day of School
- Beginning of 9 Weeks
- Parent-Teacher Conferences
- Early Dismissal 2:00 PM

See more events at:
dequeenleopards.org/events



Parent-Teacher Conferences

- October 15
- March 18



ALTERNATIVE CALENDAR BASED ON INSTRUCTIONAL MINUTES

BELL SCHEDULES

De Queen Primary/Elementary

7:50 First Bell

7:55 Tardy Bell

10:50-11:20 1st Grade Lunch

11:00-11:30 3rd Grade Lunch

11:30-12:00 Kindergarten Lunch

11:40-12:10 5th Grade Lunch

12:10-12:40 2nd Grade Lunch

12:20-12:50 4th Grade Lunch

3:10 Dismissal

De Queen Middle School

First Bell	7:50
1 st period	7:55- 8:45
2 nd period	8:50- 9:35
3 rd period	9:40-10:25
4 th period	10:30-11:15
LUNCH	11:15-11:45
5 th period	11:50-12:35
6 th period	12:40-1:30
7 th period	1:35-2:20
8 th period	2:25-3:10

De Queen Junior High School

First Bell	7:50
1 st period	7:55- 8:45

2 nd period	8:50- 9:35
3 rd period	9:40-10:25
4 th period	10:30-11:15
5 th period	11:20-12:05
LUNCH	12:05-12:35
6 th period	12:40-1:30
7 th period	1:35-2:20
8 th period	2:25-3:10

De Queen High School

First Bell	7:50
1 st period	7:55- 8:45
2 nd period	8:50- 9:35
3 rd period	9:40-10:25
4 th period	10:30-11:15
LUNCH 1	11:15-11:45
5 th period	11:20-12:05
LUNCH 2	12:05-12:35
5 th period	11:50-12:35
6 th period	12:40-1:30
7 th period	1:35-2:20
8 th period	2:25-3:10

Philosophy of De Queen Public Schools

Mindful of the expansion and fluidity of our complex social processes and the continually changing situations thus created, it shall be the responsibility and challenge of this school to provide a thorough comprehensive and a functioning appreciation of the achievements of the objectives of society. Full consideration must be taken to assure each student a preparation that will result in as complete an understanding of the main features of social and vocational attainment as his/her potential allows. The focus of this school's program shall always be in perspective with the criteria created by the advance of the aggregate environment—resultant in each student's full realization of his/her intellectual and physical needs.

Vision Statement

To Empower All Students for the Choices and Challenges of the Twenty First Century

*Respect Self, Others, and the Environment

*Think Critically

*Communicate Effectively

*Work Cooperatively

*Participate Responsibly and Productively

De Queen School District desires all students and staff to become lifelong learners. The district believes that technology should empower all learners to access information from a variety of sources, to become critical analyzers of information, to understand new information in relation to their own knowledge and beliefs, and to communicate information and ideas to others. Information technology includes important tools that can help lifelong learners prepare for the choices and challenges of the twenty-first century.

Mission Statement

The mission of De Queen School District is to provide our students with the skills and knowledge they will need to succeed and excel in every aspect of their lives.

Belief Statements

We believe every child has the ability to learn and meet high expectations. It is our mission to provide a safe learning environment for all children so that they may succeed.

We believe that a quality education is the foundation for building common ground in our diverse community. Education will also foster unity and understanding among various groups.

We believe our students deserve the highest quality of education and feel that this will help each student fulfill their goals and dreams.

We believe well educated students become leaders in the community and will be able to join a globally competitive workforce.

The goals of the De Queen School District are:

1. to recognize and adjust our methods and contents of instruction to help students to enjoy the present as well as to prepare them to meet the continuing and rising demand created by our advancing society;
2. to give students the opportunity to equip themselves with the basic skills necessary to pursue their own choice of training or vocation;
3. to favor student activities that, through leadership as well as participation within a group, visibly tend to develop concepts of government, to offer guidance to careers, and to broaden the student's social and physical developments;
4. to upgrade the academic standards to an advancing minimum by enriching the educational processes;
5. to create an atmosphere in which the students feel free to confer with their teachers concerning both their academic and social problems;
6. to keep ourselves always educationally prepared to teach the students through the best techniques and methods of each area of instruction and to guide them toward responsibility for their own learning;
7. to continue a teacher-administrator relationship in which the teacher is accepted as a qualified instructor in his/her area and is allowed freedom of instruction and of class procedures;
8. to share responsibility with home, church, and other community agencies for a more enriched educational program;
9. to prepare better citizens who will upgrade the society which constitutes the community;
10. to create attitudes exhibiting a respect for others, tolerance of others' beliefs, a recognition of the dignity of all labor, a motivated understanding of their problems, and realization of the common aspects of shared problems;
11. to increase awareness of health, safety, and sanitation through courses in health education, physical education, driver education, and athletic activities as well as through practices in cafeteria services, bus transportation, health services, and the school plant.
12. to regularly compile statistical information of graduates and former students in order to maintain a progressive evaluation and improvement of the school program.
13. to give students an opportunity to develop their talents in music, art, and drama and to help them come to an appreciation of all art forms so that their lives can be enriched.

De Queen School District will work with all students, staff, parents and other community members to provide a supportive learning environment and appropriate opportunities for students to become educated, confident, and responsible citizens now and for the future.

The De Queen Schools District and community realizes that learning may occur at different rates for individual students. However, all students are expected to achieve at the proficient or advanced level on all assessments. The De Queen School District is committed to helping students reach this expectation and close any achievement gaps among students. We expect every student to graduate from high school prepared for additional educational opportunities and/or successful careers.

DE QUEEN SCHOOL DISTRICT DIRECTORY

De Queen School District
101 North 9th Street
De Queen AR 71832
870-584-4312 or 870-584-4314
870-642-8881 FAX

Board Members

Barry Reed Brad Patterson
Sandy Huntsberger Tony Soto
Skip Bell

Jason Sanders – Superintendent
Misty Gentry – Assistant Superintendent/Federal Programs
Lance Pinkerton—Assistant Superintendent/Support Services
Brandi Sharp –Special Education/LEA Supervisor
Carrie Rivas- ESL Coordinator/District Test Coordinator

De Queen High School (Grades 10-12)
1803 West Coulter Drive
De Queen AR 71832
870-642-2426
870-642-4931 FAX

Jarrold Fannin—Principal
Jonathan Lindsey-Assistant Principal
Ramona Hill—Counselor/Parent Facilitator
Carrie Rivas: ESOL Coordinator/District Test Coordinator
Gaby Elizondo-Counselor

De Queen Junior High School (Grades 8-9)
1803 West Coulter Drive
De Queen AR 71832
870-642-3077 or 870-642-3233
870-642-3355 FAX
Jeff Holcombe—Principal
Ryan Hanney—Assistant Principal

Head School Nurse

Kayla Watkins
870-642-4272

Sue Smith—Parent Facilitator
Sandy Moore—Counselor

De Queen Middle School (Grades 6-7)
1803 West Coulter Drive
De Queen AR 71832
870-642-2428 or 870-642-2709
870-642-5857 FAX

Brandon Lindly- Principal
Chayla Earney-Assistant Principal
Angela Lindly—Counselor
Stephanie Strasner—Parent Facilitator

De Queen Elementary (Grades 3-5)
233 Treating Plant Road
De Queen AR 71832
870-584-4311 or 870-584-3868
870-642-8582 FAX

Terri Phillips—Principal
Rachell Runnels—Assistant Principal
Brittnie Irvin—Counselor
Sarah Green—Counselor
Gloria Pritchett—Parent Facilitator

De Queen Primary School
235 Treating Plant Road
De Queen AR 71832
870-642-3100 or 870-642-3954
870-642-7360 FAX

Amy Barker—Principal
Kayla Sykes—Assistant Principal
Cassady Crocker—Counselor
Dedra McCastlain—Parent Facilitator

Dennis Chaney—ALE Director 870-642-205

MEMBERSHIP AND COMPLIANCE

The De Queen School District is a member of the Arkansas School Board Association, the Arkansas Activities Association of Secondary Schools, and the De Queen-Mena Educational Cooperative. The school strives to operate within the rules and guidelines of these organizations.

The De Queen School District will comply with all Federal laws, the laws of the State of Arkansas, and with the mandates of the State Board of Education.

DISTRICT ORGANIZATION

De Queen Schools will be divided into five areas of student service on the De Queen Campus; K-2, 3-5, 6-7, 8-9, and 10-12. The schools will offer the prescribed courses of study approved by the Arkansas State Department of Education. In addition, the schools offer special education courses including honors courses, a gifted/talented program, and classes for learning disabled and handicapped students, Advanced Placement courses, ELL courses, migrant remediation courses, and an ALE.

Students are offered a full complement of academic and activity courses to aid them in pursuing either a college preparatory, vocational, or terminating type of education. Any activities under the auspices of the school and approved by the Board of Education which contribute to the overall development of the child will be considered a part of the curriculum. The total curriculum will be organized in agreement with the philosophy of the school and with the need of the children uppermost in mind. The curriculum shall be flexible, and the process of revision and improvement continuous.

ESEA

ESEA legislation is designed to improve student achievement by increasing federal involvement in public education both at the state and local level. Under ESEA, parents have a right to know the professional qualifications of their children's teachers. Parents may request the following information about a child's teachers:

- Whether the state of Arkansas has licensed or qualified the teacher for the grades and subjects he or she teaches. The district is required to send a notice to parents if the teacher is not fully licensed for the subject and grade level assigned. If parents do not receive notice, they should assume the child's teacher is fully licensed.
- Whether the teacher is teaching under an emergency permit or other provisional status through which state licensing criteria have been waived.
- Whether the teacher has advanced degrees and the teacher's major program of study.
- Whether any instructional aides or paraprofessionals provide services and their qualifications.

PARENT INVOLEMENT

De Queen Public Schools welcomes parents to participate in academic activities. Each campus will hold a parent conference each semester. Dates are available on the district's web page. It's important that parents can work with the faculties throughout the year. Closing the achievement gap is a priority at De Queen Public Schools. Each campus will hold parent involvement nights for academic purposes. The dates for Parent Involvement Nights will be posted on the district web, local radio station, newspaper announcements, letters, or alert now. We look forward to working with you to make the best education possible. Parents are asked to sign a compact and return it to the campus your child attends.

Arkansas Statute Act: 1423

SPECIAL EDUCATION

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

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

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

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding handicapped students. The Special Education Coordinator is located in the district administration office and can be reached by phone at 870-584-4312. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of handicapped students and their parents.

Destruction of Special Education Records

Procedures for the destruction of special education records must be adhered to as specified below:

I. Special Education records may be destroyed at the discretion of the school system six years after cessation of special education services to a student; or six years after the student leaves the School System. Notification of destruction of records will be provided through the local newspaper.

II. Special Education records MUST BE destroyed by the School System at the request of the parent if the student has left the School System or the records are no longer needed to provide special education services.

Title IX

It is the intent of the Board of Education of the De Queen School District of De Queen, Arkansas, to comply with Title IX of the Education Amendment of 1972. Title IX prohibits sex-based discrimination in any education program or activity receiving federal financial assistance.

The school district has designated the assistant superintendent to coordinate the school's effort to comply with Title IX. Inquiries concerning Title IX and this notification may be referred to the assistant superintendent at the De Queen Administration Building. The phone number is (870) 584-4312.

Misty Gentry has been designated the investigator for complaints of non-compliance. Mrs. Gentry may be contacted at the De Queen Administration building. Her phone number is (870)584-4312.

If the complainant of non-compliance feels that the problem has not been resolved, they may appeal in writing to the Superintendent of Schools. Should the complainant wish to appeal the superintendent's response, he/she may do so by filing the complaint in writing within 30 days from the decision by the hearing officer to the Board of Education, c/o Superintendent's Office, P. O. Box 950, De Queen, Arkansas, 71832. The Board will notify the complainant of the date, time and place of the hearing before the board. Following the hearing, the board will render a decision within a reasonable time and notify the complainant in writing.

Act 504

It is hereby declared the intent of the Board of Education for the De Queen School District of De Queen, Arkansas to comply with Act 504, which provides the disabled child with the right to free appropriate public education.

The School District has designated the assistant superintendent to serve as a grievance officer for Act 504. The assistant superintendent may be contacted at the Administration Building at 101 North Ninth Street. Grievances must be in writing and may be mailed to Assistant Superintendent, P. O. Box 950, De Queen, Arkansas, 71832. The phone number is (870) 584-4312. It is the responsibility of the grievance officer to investigate complaints of non-compliance. Complaints must be signed by the person making the complaint. The grievance officer shall investigate and provide a written report of findings within a reasonable time. An appeal may be made to the superintendent if the individual filing the complaint feels that the problem has not been resolved. The appeal must be in writing. Should the complainant wish to appeal the superintendent's response, a complaint may be filed in writing with the Board of Education, c/o Superintendent's Office, P.O. Box 950, De Queen, Arkansas, 71832. The Board will notify the complainant

of the date, time, and place of the hearing before the Board. Following the hearing, the Board will render a decision within a reasonable time and notify the complainant in writing.

Non-Discrimination

Equal Educational Opportunity

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

De Queen School District is an equal opportunity employer and is dedicated to a policy of non-discrimination in hiring its employees. De Queen Public School District does not discriminate because of age, race, creed, color, sex, religion, national origin or handicap.

STUDENT ORGANIZATIONS/EQUAL ACCESS

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

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

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

Fraternities, sororities, and secret societies are banned in Arkansas public schools and are therefore 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.

ELL/MIGRANT PROGRAMS

De Queen Public Schools offer ELL & Migrant classes to students who meet the criteria for eligibility. All questions and concerns should be addressed to the ELL Coordinator, Carrie Rivas or the Migrant Coordinator, Monique Angeles. The District Board Policy contains ELL policies and procedures.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance shall be recited during the first-class period of each school day. Those students choosing to participate shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall be quiet while either standing or sitting at their desks.

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 shall not be subject to any comments, retaliation, or disciplinary action.

MOMENT OF SILENCE

A moment of silence shall be observed at the beginning of every school day. The National Anthem will be played over the intercom at least once weekly.

CLOSED CAMPUS

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

GIFTS

No gifts, flowers, etc. are to be delivered to campuses before 12:00 p.m. with the exceptions of Homecoming and Valentine's Day.

NON-SCHOOL RETAILING

No school sponsored club or organization will use door-to-door fund drives as a means of financing their activities (for example: FFA, Band, Cheerleaders, FBLA). Only one group at a time will be allowed to solicit at athletic events. Approval must be granted by the athletic director.

There will be no school solicitation unless approved by the building principal.

PICTURES

Group and/or individual student pictures are taken during the school year. They are made in the early fall, with retakes shortly thereafter, for the school annual. Pictures may be made again in the spring.

DISTRIBUTION OF LITERATURE

Students shall have the right to possess and distribute approved literature including, but not limited to, newspapers, magazines, leaflets, and pamphlets, except that the district may prohibit a specific issue of a specific publication if there is substantial, factual basis to believe its possession or distribution will cause, or is causing, substantial disruption of school activities.

Distribution will be allowed at times and places where no interference with school activities will occur. Distribution in any place that interferes with normal traffic will be prohibited. A person has the right to accept or reject literature being distributed.

STUDENT PETITIONS

All petitions shall be free of obscenities, libelous statements, and personal attack and shall be within the bounds of reasonable conduct. Students signing such petitions shall be free of recrimination or retribution from members of the staff and administration. Petitions will be acted on individually.

EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than four (4) times per year with at least one each in the months of September, October, January, and February. Students, who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

For each school-year, an annual active shooter drill and school safety assessment may be conducted for all District schools in collaboration, when possible, with local law enforcement and emergency management personnel. Students will be included in the drills to the extent that is developmentally appropriate to the age of both the students and grade configuration of the school.

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

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of an earthquake or terrorist attack that might include the use of biological or chemical agents. Students shall be included in the drills to the extent practicable.

CANCELLATION OF SCHOOL

Cancellation of school takes place only during extraordinary circumstances such as extreme weather, equipment failure, or public crisis. The school board and administrators are aware of the hardships which can be caused by an abrupt cancellation. Therefore, school will not be canceled unless a significant safety risk has been created by unusual circumstances. Every practical means is used to notify parents of an impending cancellation, including a phone notification system, radio, TV, and newspapers. In the unusual circumstance where school must be canceled during the school day, teachers will determine that all students have satisfactory transportation before releasing them from school.

RESIDENCE REQUIREMENTS

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

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parents or guardians for school attendance purposes.

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District's schools separate and apart from his or her 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.² 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.³

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 his/her child or ward reside outside the district.

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

ENTRANCE REQUIREMENTS

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

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

A student may enter kindergarten if the student:

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

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

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

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

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their

previous school. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6—HOME SCHOOLING.

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

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

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

Uniformed Services 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”⁴ 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. §§ chapter 1209, 1211 or 42 U.S.C. § 204.

“Deployment” means a period of time extending from six (6) months before a member of the uniformed services' departure from their home station on military orders through six (6) months after return to the Uniformed Service member's 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 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;
- Veterans of the uniformed services who are injured in the line of duty and medically separated or retired;
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty;
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

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

“Transition” means the:

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

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

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

The superintendent shall designate an individual as the District’s military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child’s parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District’s military education coordinator shall possess specialized knowledge regarding the educational needs and unique challenges faced by children of uniformed services families.

An eligible child as defined in this policy shall:

- 1. Be allowed to continue the student’s enrollment at the grade level commensurate with the student’s grade level the student was in at the time of transition from the student’s previous school, regardless of age;

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

Following the receipt of advanced notice and an enrollment application of an eligible student from a military family, the District shall: Provisionally enroll, provide placement for, and enter academic course requests on behalf of the incoming student based on the student's education record provided by the student's family or the sending district;

- Provide the uniformed services family with information regarding:
 - a. Career-ready pathways and other academic or education programs offered;
 - b. Required academic courses for each curriculum and elective course options;
 - c. School and community-sponsored extracurricular activities, including without limitation individual and team sports, clubs, junior reserve officer training corps opportunities, and Purple Star School program ambassadors; and
 - d. Contact information for the designated military family education coordinator and the Purple Star School program military family education facilitator, if applicable; and
 - e. Other relevant information regarding the District.

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

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

The District shall not deny the enrollment of a Uniformed Service Member dependent unless the District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the Standards for Accreditation for Public Schools and School Districts; state rules; or other applicable

federal regulations, and the District timely notifies the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the lack of capacity.

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

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

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

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.⁶

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.

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

COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (4.1 RESIDENCE REQUIREMENTS), within the District shall enroll and send the child to a District school with the following exceptions.

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6 HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have the child attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma, G.E.D., or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

ATTENDANCE REQUIREMENTS FOR STUDENTS IN GRADES K - 12

Grades 9-12:

Students in grades nine through twelve (9-12) are required to schedule and attend at least 360 minutes of regularly scheduled class time daily. Part of this requirement may be met by students taking post-secondary courses. Eligible students' enrollment and attendance at a post-secondary institution shall count toward the required weekly time of school attendance. Each credit hour shall count as three (3) hours of attendance time. This means a three (3) hour course shall count as nine (9) hours of the weekly required time of attendance.

Extracurricular Classes

Students may be assigned to no more than one (1) class period each day for organized and scheduled student extracurricular classes that the student shall be required to attend and participate in for the full class period. Extracurricular classes related to a seasonal activity shall meet for an entire semester

whether or not the season ends prior to the end of the semester. For the purpose of this policy, extracurricular classes are defined as school sponsored activities which are not an Arkansas Department of Education approved course counting toward graduation requirements or classes that have not been approved by the Arkansas Department of Education for academic credit. Such classes may include special interests, fine arts, technical, scholastic, intramural, and interscholastic opportunities.

Grades K-5:

Students must be in attendance to receive maximum benefit from the instructional program. Students must attend the minimum requirement of 150 days. On the 10th unexcused absence, the district will notify the prosecuting authority. The student's parent, guardian, or person in loco parentis may be subject to a civil penalty. In addition, a student with 29 days of absences during the school year will be reviewed for retention. Notification letters will be mailed after the 7th, 14th, 21st, and 28th days of absences.

In order for an absence to be excused, the student must bring a note, signed by a parent, explaining the **qualifying** absence or tardy. A phone call from the parent to the office will also be accepted. When a student is tardy or is returning to school after a checkout, the parent should bring the child to the office and sign the child in.

ACT 1123 of 2011 amends provisions of the current law concerning **excessive student absences** from public schools. Before a student accumulates the maximum number of absences allowed by district policy, the parent/guardian may petition the administration for special arrangements to address the student's absences. If special arrangements are granted by the school, these arrangements will be formalized into a written agreement of conditions and consequences for not fulfilling attendance requirements. This agreement is to be signed by a school administrator, parent, and student. For students to achieve, they must be at school and on time.

ABSENCES

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

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

Absences for students enrolled in synchronous digital courses shall be determined in the same manner as for District students attending courses in person.

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement to the principal or designee upon his/her return to school from the parent or legal guardian stating such reason. A written statement presented

for an absence having occurred more than five days (two (2) school at High School) days prior to its presentation will **not** be accepted. Excused absences are outlined as:

The student's illness or when attendance could jeopardize the health of other students. A maximum of seven notes written from parents are allowed per semester. After a student's seven (7) parent note allotment has been exhausted, every absence thereafter will be unexcused (UE) unless the office receives appropriate documentation (i.e., doctor's excuse, court summons, etc.) to excuse the absence. Parent Notes cannot be submitted to excuse tardies. Doctor's notes will be accepted throughout the semester.

1. Death or serious illness in their immediate family;
2. Observance of recognized holidays observed by the student's faith;
3. Attendance at an appointment with a government agency;
4. Attendance at a medical appointment;
5. Exceptional circumstances with prior approval of the principal; or
6. Participation in an FFA, FHA, or 4-H sanctioned activity;
7. Participation in the election poll workers program for high school students.
8. 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.
9. 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 twelve (12).
10. Absences for students excluded from school by Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
 - Labor, delivery, and recovery;
 - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
 - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;

- A legal appointment related to pregnancy or parenting, including without limitation:
 - Adoption;
 - Custody; and
 - Visitation;
- A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
- At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.

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

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

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

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

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Excessive absences may, however, be the basis for the denial of course credit, promotion, or graduation.

Students will be allowed an Excused Absence (EA) to miss school to attend a State Tournament Championship Final in which our school teams, clubs, or activities are participating so long as they follow proper checkout procedures. Excused Absences for student spectators for all other athletic events will be determined by the superintendent based on time and place of event. Unused parent notes may be used for athletic events when not excused by administration.

Siblings of students who are competing in these events are also subject to this policy.

Unexcused Absences

Absences not defined above or not having an accompanying note from the parent or legal guardian, presented in the timeline required by this policy, shall be considered as unexcused absences. 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 two unexcused absences, his/her parents, guardians, or persons in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

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

In High School, a written statement presented for an absence having occurred more than two (2) school days prior to its presentation will not be accepted. Whenever a student reaches ten (10) unexcused absences they will lose credit in the course without the opportunity to make up the days. The student will have an opportunity to make up the course through credit recovery the following semester. Each parent note will excuse only one day of absence. When a student reaches or exceeds 5 unexcused absences, he/she will be given opportunities to make up unexcused absences by attending morning detention. One day of morning detention will make up one period of an unexcused absence. The student will still earn zeros on all work missed due to the unexcused absence. A chance to make up the unexcused absence will hopefully keep the student from losing credit.

At any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administrator or designee.

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

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

Applicants for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or a public, private, or parochial school prior to receiving an instruction permit.

The district does not recognize or approve of "Skip Day(s)" for any reason individually or in combination with other students. Students who, individually or in combination with other students, participate in a skip day are subject to disciplinary action for truancy.

STUDENT TRANSFERS

The superintendent is authorized to accept transfer applications on behalf of the Board. At least five (5) days before a school board meeting, the superintendent shall notify the Board regarding:

- All transfer applications the superintendent has accepted since the last meeting; and
- All transfer applications the District has received since the last meeting that the superintendent intends to recommend be denied.

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

The District may reject a nonresident's application for admission if its acceptance would necessitate the addition of staff or classrooms, exceed the capacity of a program, class, grade level, or school building, or cause the District to provide educational services not currently provided in the affected school. The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

Any student transferring to a District school shall be evaluated by District staff, including a review of a student's transcript, grades, course credits, and test scores, to determine the student's appropriate grade placement. 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. A student transferring from home school will be placed in accordance with Policy 4.6—HOME SCHOOLING.

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

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

Transfers from Non-Accredited Schools and Home School

Students transferring into the De Queen school system from a non-accredited or private school will be required to take a nationally recognized achievement test. Placement will be determined by administrative and counseling staff after consideration of these test scores. After testing, students who are placed as freshmen may transfer no credits toward graduation; sophomores may transfer a maximum of 7 credits; juniors may transfer a maximum of 14 credits, and seniors may transfer a maximum of 21 credits.

Students as per the Home School Act 42 have the legal right to receive instruction through home schooling. However, the local school district has the responsibility of determining whether or not credit is to be given should a student desire to receive public school credit toward graduation. The following procedures have been established:

1. Students will be given a general achievement test to determine if the student is eligible to be considered for grade level placement. If the student has participated in a nationally recognized test, testing results from that test may be used in lieu of an individualized achievement test.
2. If a student is eligible as demonstrated by grade level testing to earn credit for specific classes in grades 9-12, specific tests will be given to the student in each of the four core subject areas in which the student requests the credit. (For example: if the student requests a credit in Algebra I, then the student will be given a test that covers the objectives found in a year-long algebra class, etc.) Sixty per cent (60%) achievement will be required for passing the test for credit. No letter grade will be issued, only "CR" for "credit earned."
3. Any student desiring to re-enter school claiming to have been in home schooling must have proof that application for home schooling has been filed. Copies of home-schooling applications are kept on file in the Superintendent's office if the student does not have a copy of the application available.
4. A sheet will be added to the enrollment form so that when students enroll from home schooling to public school, the counselor will know what courses the student has had and the student's last grade placement in public school.
5. The district will continue to require any student who desires to be a senior to be enrolled in a full class schedule. Thus, if a home school student enrolls as a senior, the student will be required to take a full day's classes regardless of how many credits the student has at the time of enrollment. The student will also be required to be enrolled two consecutive semesters to be considered a senior.
6. Should a student not achieve at grade level on a general achievement test, grade placement will be determined by the principal after review of standardized test data.
7. Act 1117 of 1999 states any home-schooled student who enrolls or reenrolls in a local school district must attend classes for at least nine (9) months immediately prior to graduation before the student can become eligible to receive a high school diploma from the district.

Any student aged 15 by September 15 will not be placed below the eighth grade.

De Queen Schools will accept only 1 respective credit per year in English, science, and math from a student who is transferring from a non-accredited private school or home school. Courses that transfer in from non-accredited private schools or home schools will be given grades of S (satisfactory) or U (unsatisfactory). These transfer grades will not be used in computing grade point, class rank, honor graduates, or qualifications for National Honor Society.

SCHOOL CHOICE

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan¹ that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the - Division of Elementary and Secondary Education (ES).As a result of the

desegregation order/desegregation plan, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption.³The 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.

Definitions:

“Lack of capacity” means, based on the maximum student to teacher ratio allowed under federal law; state law; the Rules Governing the Standards for Accreditation for Arkansas Public Schools and School Districts; state rules; or other applicable federal regulations, that ninety-five percent (95%) or more of the seats at the grade level in which the student would be assigned at the nonresident school are filled on the date the school choice application is made.

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

Standard School Choice

Transfers into or Within 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 or school has a lack of capacity

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

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to the District and the student's resident district for students transferring into the District; or

- Only this District for students transferring to another school within the District.
- Except for students who are transferring under Uniformed Service Member Dependent School Choice, the transfer application must be postmarked, emailed, or hand delivered between January 1 and June 1. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who are transferring under Uniformed Service Member Dependent

School Choice, applications postmarked, emailed, or hand delivered on or after June 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. 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 no later than the fifteenth (15th) calendar day following the receipt of an application, the Superintendent shall notify the following, in writing, of the decision to accept or reject the application:

- For transfers within the District, the student's parent; or
- For transfers into the District, the student's parent and the student's resident district.

Accepted Applications

Applications which fit within the District's stated capacity standards shall be provisionally accepted in writing. A student's acceptance shall be effective on the earlier of:

1. The day the District provides notification to the student of the student's acceptance; or
2. The day the State Board grants an appeal of the student's application.

The written notice of acceptance shall inform the student that the student has ten (10) school days⁷ from when the notice is received to either:

- A. Enroll in the district or in the other District school; or
- B. Inform the district that the student intends to enroll in the district or the other District school at the start of the next school year.

The acceptance shall be null and void if the student fails to enroll within the ten (10) school day period or fails to inform the district within the ten (10) school day period of the student's intent to transfer at the start of the next school year.

A student, whose application has been accepted and who has enrolled in the District or in another District school, is eligible to continue enrollment until completing the student's secondary education. Continued enrollment is conditioned upon the student meeting applicable statutory and District policy requirements. Any student who has been accepted under choice and who fails to initially enroll under the timelines and provisions provided in this policy; chooses to return to the student's resident district or assigned school; or enrolls in a home school or private school voids the transfer and must reapply if, in the future, the student seeks another school choice transfer. A subsequent transfer application will be subject to the capacity standards applicable to the year in which the application is considered by the District.

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

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

Rejected Applications

The District may reject an application for a transfer into or within the District under Standard School Choice due to a lack of capacity. The District shall use the date and time stamp the District placed on a student's application to determine when the District has reached capacity. A student's application shall be used to determine capacity regardless of whether the student intends to transfer immediately or at the start of the next school year.

The decision to accept or reject an application shall not be based on the student's previous academic achievement; athletic or other extracurricular ability; English proficiency level; or previous disciplinary proceedings other than a current expulsion.

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

- A provisionally approved applicant subsequently does not enroll in the District school the District student was seeking to transfer to; or
- A District student submits a school choice application to transfer to another district or another school within the District.

The superintendent shall notify the previously provisionally rejected student within fifteen (15) days of the change in status and shall provide notice of all final rejections by July 1.

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

Transfers Out of the District

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

Annual Reporting

The District shall report annually to the Secretary of the Department of Education:

- The number of transfer applications received;
- The number of applications accepted;
- The number of applications rejected; and
- The reason(s) for each rejection.

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 June 1 application deadline; and
- The student's resident district is responsible for the cost of transporting the student to this District's school.

Opportunity School Choice

Transfers Into or Within the District

Unless there is a lack of capacity at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District⁹ 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 June 1 of the school year before the school year the student intends to transfer to the District for students transferring within the District or both the sending and receiving school districts for students that are transferring into the District.

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

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection. Unless the student's application was rejected due to the application not being timely received by the District for students transferring within the District or both the resident and nonresident districts for students that are transferring into the District, 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.

Transfers out of, or within, the District

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

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

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

Uniformed Service Member Dependent School Choice

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

- United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, or United States Coast Guard;

- National Oceanic and Atmospheric Administration Commissioned Officer Corps; or
- United States Commissioned Corps of the Public Health Service.

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

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

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

A student's parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student shall submit a school choice application by mail, e-mail, or in person to the student's resident district only for transfers within the District or to both 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 Uniformed Service Member Dependent School Choice; 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 parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the student shall be notified in writing whether the student's application has been accepted or rejected within fifteen (15) days of the receipt of the application- by:

- a. The District superintendent for students transferring within the District; or
- b. The superintendent of the nonresident district for student's transferring to a nonresident district.

A student's transfer under the Uniformed Services Member Dependent School Choice is effective immediately upon the 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.

HOME SCHOOL CHOICE CAPACITY RESOLUTION

Whereas:

- The Board of Directors of the De Queen School District has approved by a vote of the Board, the following capacity resolution for school choice applicants for the 2025-2026 school choice cycle under the provisions of policy 4.5—SCHOOL CHOICE and applicable Arkansas law.
- Applicants, whose applications meet the provisions of policy 4.5—SCHOOL CHOICE, will be sent a provisional acceptance notification letter which will give instructions on the necessary steps and timelines to enroll in the District. Provisional acceptance shall be determined, and notice provided, within fifteen (15) calendar days and shall be based on the district's available capacity for each academic program, class, grade level, and individual school. While provisional rejections shall be provided within fifteen (15) days of the receipt of the school choice application, the District shall finalize all rejections by July 1 to account for any changes in capacity between the day the application is received and the end of the school year.
 - Applications will not be accepted if the applications:
 - Are received, electronically timestamped, or postmarked after June 1, unless the application is postmarked before June 1 or is from a student who is transferring under Uniformed Service Member Dependent School Choice;
 - Are from a student whose resident district has been determined by the Division of Elementary and Secondary Education to be exempt due to an existing desegregation order; or
 - ⊖ The student is transferring under Uniformed Service Member Dependent School Choice and the application is not accompanied by relevant documentation.
 -
- The district reserves to itself the ability to determine, based on an examination of student records obtained from the student's assigned school or the student's prior district, and other information, whether any student would require a different class, course or courses, program of instruction, or special services than originally applied for. If such an examination determines that capacity has been reached in the appropriate class, course or program of instruction, or that additional teaching staff would have to be hired for the applicant, the District shall rescind the original provisional acceptance letter and deny the Choice transfer for that student.
- The district reserves to itself the ability to decline to accept under school choice any student whose acceptance would require the district to add additional staff to exceed the maximum student to teacher ratio in any of the District's current grade, program, or building capacity.

THEREFORE, let it be resolved that these shall constitute the School Choice openings at the beginning of the School Choice enrollment period for the 2025-2026 choice cycle.

Board President

Board Secretary

Date

Date

4.5F2--SCHOOL CHOICE ACCEPTANCE LETTER-Capacity for IMMEDIATE TRANSFER AVAILABLE

Dear _____,

The application you submitted for _____ has been accepted. While the *De Queen School District* looks forward to welcoming _____ as a student, the *De Queen School District* requires that you do one of the following within ten (10) days from the receipt of this letter:

- If you intend for _____ to transfer to *De Queen Schools* immediately, enroll *your student* in *De Queen Schools*; or
- If you intend for _____ to transfer to *De Queen Schools* at the start of the next school year, provide notification of your intent for _____ to not start at *De Queen Schools* until the next school year to *Annie Cooley*.

Failure to either enroll _____ or to provide notice of your intent for _____ to transfer to *De Queen Schools* at the start of the next school year within ten (10) days from the receipt of this letter shall void and nullify this letter's acceptance.

If you intend for your student to transfer to *De Queen Schools* at the start of the next school year, to better assist the district in determining the proper placement of your student, please submit the information listed below to *De Queen School District* by _____. In addition to the information you submit, records may be requested from the student's current district/school, and final placement may depend on the content of those records as to appropriate grade placement, program placement or services required. A student who has not previously attended an Arkansas public school or did not attend an Arkansas public school in the previous academic year may be evaluated by the district prior to enrollment, and the results of that evaluation could impact final placement.

1. For students applying to enroll in first grade or higher: a copy of the student's transcript from the school where the student is currently enrolled. The student's permanent record, including the original transcript, will be requested from the school immediately following the student's actual enrollment in our district.
2. Proof of the student's age; This can be done by providing one of the following:
 - A. Birth certificate;
 - B. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - C. An attested baptismal certificate;
 - D. A passport;
 - E. An affidavit of the date and place of birth by the child's parent or guardian;
 - F. United States military identification; or
 - G. Previous school records.
3. The student's health care needs at school.
4. Student's age-appropriate immunization record or an exemption granted for the previous school year and a statement of whether or not the parent is intending to continue the exemption for the upcoming school year.

Respectfully,

Jason Sanders
De Queen Superintendent of Schools

4.5F3—SCHOOL CHOICE ACCEPTANCE LETTER - IMMEDIATE TRANSFER NOT AVAILABLE

Dear _____,

The application you submitted for _____ has been accepted. The *De Queen School District* does not have any openings in your student's grade, program, or building that would allow _____ to immediately transfer to *De Queen School District*; however, *De Queen School District* has openings in the grade, program, or building that _____ will be enrolling in next school year. *De Queen School District* looks forward to welcoming _____ as a student during the next school year.

To better assist the district in determining the proper placement of _____, please submit the information listed below to *De Queen School District* by _____. In addition to the information you submit, records may be requested from the student's current district/school, and final placement may depend on the content of those records as to appropriate grade placement, program placement or services required. A student who has not previously attended an Arkansas public school or did not attend an Arkansas public school in the previous academic year may be evaluated by the district prior to enrollment, and the results of that evaluation could impact final placement.

1. For students applying to enroll in first grade or higher: a copy of the student's transcript from the school where the student is currently enrolled. The student's permanent record, including the original transcript, will be requested from the school immediately following the student's actual enrollment in our district.
2. Proof of the student's age; This can be done by providing one of the following:
 - Birth certificate;
 - A statement by the local registrar or a county recorder certifying the child's date of birth;
 - An attested baptismal certificate;
 - A passport;
 - An affidavit of the date and place of birth by the child's parent or guardian;
 - United States military identification; or
 - Previous school records.
3. The student's health care needs at school.
4. The student's age-appropriate immunization record or an exemption granted for the previous school year and a statement of whether or not the parent is intending to continue the exemption for the upcoming school year.

Failure to provide the information requested by the date indicated in this letter shall void and nullify this letter's acceptance.

Respectfully,

Jason Sanders
Superintendent De Queen Public Schools

4.5F4--SCHOOL CHOICE PROVISIONAL REJECTION LETTER

Dear _____,

I am sorry, but the application you submitted for _____ has been provisionally rejected due to the District having a lack of capacity in your student's grade, program, or building by reaching the maximum teacher-to-student ratio in your student's grade, program, or building that is allowed under the Standards for Accreditation; State law and rules; or Federal law and regulations.

While the District may currently have a lack of capacity in your student's grade, program, or building, the District's capacity can change over the course of the semester. Any time a student leaves the District between January 1 and July 1, the District shall review the school choice applications the District has provisionally rejected for any applications in the relevant grade, program, or building. Any relevant application that was provisionally rejected shall be converted to an acceptance based on the date and timestamp placed on the application when the District received it. If there is an opening in your student's grade, program, or building that your student becomes eligible for based on the date and time stamp on your student's application, the District shall send you a written notice that your student's application has been changed from provisional rejection to acceptance.

As noted in your original application, you have ten (10) days from receipt of this notice in which to submit a written appeal of this decision to the State Board of Education.

Respectfully,

Jason Sanders
Superintendent De Queen School District

4.5F5—SCHOOL CHOICE REJECTION LETTER

Dear _____,

I am sorry, but the application you submitted for _____ has been rejected for the following reason(s):

_____ Your child's resident district has been determined by the Division of Elementary and Secondary Education to be exempt from the provisions of the School Choice Law due to it being under an enforceable desegregation order/plan.

_____ Your child does not meet the openings identified for the coming school year identified in the Board of Directors Resolution adopted on _____ due to the District having a lack of capacity by having reached at least ninety-five percent (95%) of the maximum teacher-to-student ratio in your student's grade, program, or building that is allowed under the Standards for Accreditation; State law and rules; or Federal law and regulations.

As noted in your original application, you have ten (10) days from receipt of this notice in which to submit a written appeal of this decision to the State Board of Education.

Respectfully,

Jason Sanders
Superintendent De Queen School District

HOMESCHOOLING

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

1. At the beginning of each school year, but no later than August 15;
2. By December 15 for parents who decide to start home schooling at the beginning of the spring semester; or
3. Fourteen (14) calendar days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter. The Superintendent or the local school board may waive the 14-day waiting period.

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

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

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

COURSE ENROLLMENT OUTSIDE OF DISTRICT

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

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

LEAVING CLASS OR SCHOOL EARLY

K-5 students must be checked out by a parent or the parent's designee in the principal's office. A middle school, junior high or high school student who must leave class or school before regular dismissal time must check out in the office by having a parent or guardian contact the office in person or by phone to notify an office employee of said approval. Students who do not follow check out procedures will be considered truant. Truant students may have car privileges suspended. An administrator will attempt to personally contact the parent(s) of the student(s) violating check out procedures.

COLLEGE LEAVE

Juniors and seniors will be allowed two college days without penalty. Juniors and seniors who wish to visit a college may do so by applying in advance through the counselor's office. It will be necessary for the student to have each teacher sign the appropriate notification form at least two days prior to the absence. All rules regarding homework and make up work policy will apply to the College Day policy. No college days may be taken during nine week or semester tests. Students claiming college days must bring verification from a college official or the absence will be classified unexcused.

HOMELESS STUDENTS

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

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

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

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

If the District elects to enroll a homeless child in a school other than their school of origin and such action is against the wishes of the child's parent or guardian, the District shall provide the parent or

guardian with a written explanation of their reason for so doing which shall include a statement of the parent/guardian's right to appeal.

In any instance where the child is unaccompanied by a parent or guardian, the District's local educational liaison for homeless children and youth shall assist the child in determining his/her place of enrollment. The Liaison shall provide the child with a notice of his/her right to appeal the enrollment decision.

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

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

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

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

STUDENTS WHO ARE FOSTER CHILDREN

Enrollment

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 ADE, and individuals involved with each foster child to ensure that he/she 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 foster children liaison can be reached at 870-584-4312, 101 N. 9th St., De Queen, AR 71832.

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise, ensure that the foster child remains in his/her current school, 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 to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.

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

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.

PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

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

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

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

STUDENT'S RIGHTS AND RESPONSIBILITIES

Students have the right to:

1. Pursue, through study and self-application, a quality education at public expense and to attain personal goals through participation in the entire school program.
2. Participate in school activities without being subject to unlawful discrimination on any basis. Where access to participation in programs or activities is on a competitive basis, each student has the right to compete on an equal basis.
3. Practice freedom of speech, freedom of expression of ideas and freedom of the press.
4. Express views or protest symbolically so long as the manner of expression does not interfere with the orderly operation of the school or the rights of others.
5. Participate or refrain from participating in patriotic exercises.
6. Be secure in their persons, papers and effects against unreasonable searches and seizures; have privacy in regard to their personal possessions, unless there is reasonable suspicion that the student is concealing materials prohibited by law.
7. Determine their own dress, except where such dress is unsafe or unclean or is so distracting as to clearly interfere with the learning and teaching process.

Students have the responsibility to:

1. Attend classes daily, be on time to all classes and obey school rules.
2. Foster good human relations within the school by practicing courtesy and tolerance in their dealings with each other and members of the school staff, and to respect the dignity and worth of other individuals.
3. Refrain from libel, slanderous remarks and obscenity in verbal and written expression.
4. Develop tolerance of the viewpoints and opinions of others; recognize the right of other individuals to form different points of view and to dissent in an orderly and respectful manner.
5. Respect the rights of classmates who do or do not wish to participate.
6. Respect the rights, property and privacy of other students and school personnel; carry only those materials which are acceptable under the law and which are not hazardous to any person or property; and accept the consequences for the articles stored in their lockers. 87
7. Observe the basic standards of cleanliness, modesty, and good grooming, and wear clothing which contributes to their own health and safety, as well as that of others.

PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parents of any 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. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests.

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

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

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

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

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

person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

If there exists a court order which directs that a parent not have access to a student or his records, the parent or 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, 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 file must be initiated with the building principal, with an appeal available to the Superintendent or his designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing. Any appeal above that level will be subject to the procedure set out in federal law and/or regulation.

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. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor role (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 FERPA does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

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

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

OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION

(Not to be filed if the parent/student has no objection)

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the De Queen School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below. The district is required to continue to honor any signed opt-out form for any student no longer in attendance at the district.

I understand that the participation by the below-named student in any 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 or the date the student is enrolled for school in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

I object and wish to deny the disclosure or publication of directory information as follows:

Deny disclosure to military recruiters _____

Deny disclosure to Institutions of postsecondary education _____

Deny disclosure to Potential employers _____

Deny disclosure to all public and school sources _____

Selecting this option will prohibit the release of directory information to the three categories listed above along with all other public sources (such as newspapers), **AND** result in the student's directory information **not** being included in the school's yearbook and other school publications.

Deny disclosure to all public sources _____

Selecting this option will prohibit the release of directory information to the first three categories listed above along with all other public sources (such as newspapers), but permit the student's directory information **to be included** in the school's yearbook and other school publications.

Name of student (Printed)

Signature of parent (or student, if eighteen (18) or older)

Date form was filed (To be filled in by office personnel)

Note: Your district does not have to include the separate options listed on this form, but students do have the right to opt out of either category separately.

STUDENT PUBLICATIONS AND THE DISTRIBUTION OF LITERATURE

Student Publications

All publications that are supported financially by the school or by use of school facilities, or are produced in conjunction with a class shall be considered school-sponsored publications. School publications do not provide a forum for public expression. Such publications, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial control of the District's administration whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations.

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

Student Publications on School Web Pages

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

- Not contain any non-educational advertisements. Additionally, student web publications shall;
- Not contain any personally identifying information, as defined by “Directory Information” in **Policy 4.13** (Privacy of Student Records), without the written permission of the parent of the student or the student if over eighteen (18);
- 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 literature, publications, or materials (hereinafter “non-school materials”), shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of nonschool materials shall have school authorities review their nonschool materials at least three (3) school days in advance of their desired time of dissemination. School authorities* shall review the nonschool materials, prior to their distribution and will bar from distribution those nonschool 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 nonschool 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 nonschool materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur;
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 10 days.

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

CONTACT WITH STUDENTS WHILE AT SCHOOL

Note: No school within the De Queen School District will make delivery of items or messages to students after 2:00 p.m. each school day

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 his/her designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may, to extend authorized by the court order, 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.

Unless prior arrangements have been made with the school's principal, Arkansas law provides that the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation.

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

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

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis identified on student enrollment forms. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian, custodian,

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

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

VIDEO SURVEILLANCE

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

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

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies authorized in this policy.

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording.

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

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

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

De Queen Public Schools will not release any information from a student's record without written permission from the parent or eligible student, except for the following;

1. To school employees who have a need to know;
2. To other schools to which a student is transferring;
3. To post-secondary schools in which a student has enrolled;
4. To certain government officials who need to know to carry out lawful functions;
5. To sponsors of financial aid to a student;
6. To organizations doing certain and specific studies for the school;
7. To individuals who have obtained orders or subpoenas;
8. To persons who need to know in case of health and safety emergencies.

Parents of a student may inspect that student's records and challenge any records that may be misleading, inaccurate, or otherwise inappropriate. If the student or the parent of a student wishes to contest a part of or all of said record, he/she must state said complaint in writing to the school principal asking that the record be changed. If the complaint fails, an appeal may be made to the superintendent and then to the board of education. When any student has reached the age of 18 or is attending an institution of post-secondary education, the law states that "the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student."

RECORDS FOR NON-CUSTODIAL PARENTS

Any non-custodial parent who has been awarded visitation rights by the court with respect to a child shall, upon request, be provided a copy of the current scholastic records of such child by the school district attended by the child.

REPORTING CHILD ABUSE

The De Queen School District will abide by Act 397, which holds a person civilly liable for failure to report a case of suspected child abuse.

Any person having reasonable cause to suspect that a child has been subjected to physical abuse, sexual abuse, or neglect, or observes the child being subjected to conditions or circumstances which would reasonably result in abuse is required by law to report that suspicion to the authorities. In the De Queen School system, these steps are to be followed:

1. Notify the principal immediately.
2. The person who is aware of a child's physical or sexual abuse or neglect is required to notify social services and/or law enforcement agencies.

PARENTAL NOTIFICATION

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

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

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

RELEASE OF DIRECTORY INFORMATION

Directory information includes: name, address, date of birth, place of birth, race, sex, parent's name, and parent's occupation. Directory information may be released without prior consent of the student's parent or guardian if the following steps are taken:

1. Notice of intention to release information and identification of information to be released must be given.
2. Student, parent, or guardians know they have the right to refuse to permit release.
3. A time limit (10 days) is given for refusal to permit release.

STUDENT VISITORS

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

VISITORS

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

FORMER STUDENT PRIVILEGES

The board retains the right to grant certain privileges to students who have transferred from the De Queen School System to return for De Queen School activities. These requests will be acted upon individually.

TEXTBOOKS AND SUPPLIES

Textbooks and some supplemental materials are chosen from an approved list published by the State Department of Education. Texts are adopted according to cycles established by the State Department of Education.

Lists of supplies required of kindergarten and elementary students are published annually by the school.

SELECTION OF INSTRUCTIONAL MATERIALS

The primary objective of the school's instructional materials is to implement, enrich, and support the educational program of the school. The school is responsible for providing a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The De Queen Board of Education is legally responsible for all matters relating to the operating of the school district. All instructional materials purchased by the school district for use in the instructional program shall be approved by the board of education. (See Ark. Stats. 800-509).

The responsibility for reviewing and selecting instructional materials is delegated to an instructional materials selection committee comprised of professionally trained personnel employed by the school system.

Selection of materials involves many people, including principals, teachers, supervisors, and media specialist. Advisory persons may be chosen from among the patrons of the community. The instructional committee is responsible for recommending instructional materials which:

1. Provide information and experiences that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity of the pupils served.
2. Provide information and experiences that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information which will enable pupils to make intelligent judgments in their daily lives.
4. Provide information on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media.
5. Provide information representative of the many religious, ethnic, and cultural groups and their contribution to our heritage and its role in the modern world.
6. Place principle above personal opinion and reason above prejudice in order to assure a high-quality, comprehensive collection.

GOVERNANCE

Each student shall take at least six academic courses per semester. The maximum number of subjects a student can take for high school credit at any one time is nine. This includes correspondence courses/and or college courses.

With the principal's permission, a student may drop a course, add a course, or have his/her schedule adjusted. A student who withdraws from a course after 8 weeks will receive an F in the course. A student's schedule may be changed at the discretion of the principal. A student may not add a course after two school days.

With permission from the principal, school counselor, and the instructor, a student may elect to repeat a course in which he/she made a grade of D or F. In this case, the student's transcript will reflect that the credit will be given once a passing grade has been achieved, but the grades from both the original endeavor and the repeated course will be figured into the grade point average.

A student who has failed a course may earn credit by repeating the course, an appropriate correspondence course, or by submitting a passing grade on the same course from an accredited college or university.

Seniors transferring into De Queen Schools may take by correspondence or college those courses which they are unable to schedule for graduation. Unusual circumstances that would justify changes in attendance or course requirements may be considered by the principal.

Unsatisfactory conduct as determined by board policy may prevent a student's being awarded a diploma.

CCCUA will offer the Secondary Vocational Center Career Program classes. College courses taken (other than for the purpose of making up credits) will count as elective credit.

CURRICULUM GRADES K-8

The Core Curriculum for Grades K-8 shall encompass all types of developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize overarching processes of reasoning and problem solving, communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real-life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile). English Language Acquisition Standards shall also be used for all English Language Learners (ELL) students at all grade levels. (9.03.1.9)

Reading, writing, and mathematics shall be incorporated into all curriculum areas.

All students shall receive instruction in each content area annually. (9.03.2)

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires 22 units to graduate. The additional required units may be taken from any electives offered by the district. Accelerated learning courses or career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

Not all units earned toward graduation necessarily apply to Core requirements. Students must pass four (4) years of English – I, II, III, and IV. Students may choose to take Composition I and II and/or World Literature I and II in order to obtain concurrent credits.

Information regarding Graduation requirements will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. All students are required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians as part of the creation of the student's Student Success Plan.

This policy-and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district strategic plan development process¹ to determine if changes need to be made to better serve the needs of the district's students. The superintendent, the superintendent's designee, shall select the composition of the review panel.

Sufficient information relating to the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding; this shall be accomplished through

holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:

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

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

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

GRADUATION REQUIREMENTS

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 or the student's IEP, 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 or the student's parent. 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.

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

- Civics one-half (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.

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

ACT 660

Any student in grades nine through twelve (9-12) participating in, and successfully completing, an organized physical activity course in his or her school shall be eligible to receive one-half (1/2) unit of physical education credit required for graduation. To graduate from De Queen School District, a total of 22 credits are required.

ADVANCED CLASSES

Students are placed in advanced classes based upon achievement which includes classroom performance and assessments. Students who fail either the first or third nine weeks will be dropped from the advanced class. Students who make a D or F in an advanced class at semester will be dropped from the class.

ACCELERATED LEARNING COURSES

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

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

The Arkansas Advanced Placement Incentive Program was established in 1995. The program was designed to improve the course offerings available to high school students throughout the state. De Queen Public Schools will offer advanced placement courses. Students taking AP, IB and State approved honor courses shall receive weighted credit as described in this policy. 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.

De Queen School District will accept the Uniform Grading Scale and numeric values for advanced and honors classes established by ACT 6-15-902 when students transfer into the district. The approved weighted accelerated learning courses will be added to the final transcript.

DESE shall approve additional courses, including other accelerated learning courses, for weighted credit if the course:

- a. Exceeds the curriculum standards for a non-weighted credit class;
- b. Meets or exceeds the standards of a comparable accelerated learning course; or
- c. Is identified by DESE as an honors class.

COLLEGE COURSE POLICY

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution of higher education (IHE) approved by the Division of Higher Education (DESE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. A student who takes a three (3) semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet core subject area/unit requirements.

Students will retain credit, including any weighted credit, earned as a concurrent credit course or as a dual enrollment course that was applied to a student's transcript from a previously attended, accredited, public school.

The Arkansas Department of Education permits eligible students to enroll in approved college courses and receive both college and high school credit through concurrent credit programs.

Students seeking to participate in concurrent credit courses must meet all UA Cossatot eligibility requirements. Students classified as sophomores, juniors, or seniors may be eligible to enroll in concurrent credit courses covered by the Arkansas Concurrent Challenge Scholarship Act, provided they meet all scholarship requirements and the course is included on the approved list of concurrent scholarship courses. College courses taken for concurrent credit will be included in the student's high school grade point average (GPA). The school district will follow all state guidelines regarding weighted GPA calculations for approved concurrent credit coursework.

Concurrent Credit Courses

A student's participation in the concurrent high school and college credit program must be either:
Documented by a written agreement between:

- The student;

- The student's parent(s), legal guardian(s), person(s) standing in loco parentis to the student, or person(s) having lawful control of the student if the student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private IHE the student attends to take the concurrent credit course; or
- Taken through the Arkansas Course Choice Program.

To receive high school credit for a college course, students must submit an official college transcript to the school district within thirty (30) days of course completion. Grades for approved concurrent credit courses will be added to the student's high school transcript at the end of the semester in which the course is taken. Concurrent credit courses will be added to high school transcripts for Fall and Spring semesters only. The District shall work with the IHE to ensure that a student receives any accommodations for a concurrent credit course that are required by the student's Individual Education Program (IEP) or 504 Plan.

Students who enroll in concurrent credit courses that exceed or fall outside their approved degree plan will be financially responsible for all tuition, fees, books, materials, and other associated costs. In addition, courses that exceed or fall outside the student's approved degree plan will not be awarded high school credit and will not be recorded on the student's high school transcript.

Dual Enrollment Courses

Dual enrollment courses are college courses that are:

- Taken at an IHE the District does not have an agreement with;
- Taken at an IHE the District has an agreement with but are beyond the number of courses a student is allowed to take per year under the agreement with the IHE;
- Taken at an IHE the District has an agreement with but is a course offered by the IHE that is outside of the course list included in the agreement with the IHE; or
- Not taken through the Arkansas Course Choice Program

Dual Enrollment courses do not receive weighted credit.

The school district reserves the right to review and approve all concurrent credit enrollments to ensure compliance with state requirements, scholarship guidelines, graduation requirements, and institutional policies.

This policy will be reviewed periodically and revised as necessary to maintain compliance with applicable state laws, regulations, scholarship requirements, and institutional agreements.

COURSE REQUISITES

I. English

A student who has failed an English course may;

1. Take the course in summer school, or night school, if offered.
2. Take the course by correspondence, or college, or
3. Repeat the course at De Queen High School.

Note: Any student who gets behind by two semesters may not proceed to the next level until he/she has made up the deficiencies to less than two Semesters. In case of extenuating circumstances, a decision will be made on an individual basis.

II. Mathematics

Math courses should be taken in the following order:

1. Algebra I
2. Geometry
3. Algebra II
4. Math Electives

Successful completion of Algebra II is a prerequisite for senior level math electives.

Transfer students may be exceptions to this rule at the discretion of the principal.

III. Science

Successful completion of biology is a prerequisite for chemistry.

Successful completion of chemistry is a prerequisite for senior level science electives.

IV. Physical Education

P.E will be offered as a full year course. Athletics may be substituted for physical education.

Schedule

Each principal will furnish the office of the superintendent a copy of the program of each teacher in his/her school. In general, there is a standard schedule for all the pupils in the class. In the elementary school the daily program is usually developed by the principal and the teacher.

The elementary school teacher, in developing a daily program, should consider the following factors:

1. Sufficient time will be provided in the program to instruct the students adequately in the courses required.
2. A minimum of seven hours overall time per school day will be provided for all elementary students. There will be a minimum of six hours instruction time.
3. The schedule will be sufficiently flexible to provide adequate instruction time within the classroom.

4. There are days when the daily program must be changed by the classroom teacher for special events or activities.

CLASSROOM ORGANIZATION

To the extent that the revenue of the district makes it possible, the district will adhere to the policies concerning teacher-pupil ratio outline by Department of Elementary and Secondary Education. In kindergarten, the student/teacher ratio shall be no more than 20 students to one teacher in a classroom, and no more than 22 students to one teacher and one teacher assistant. The average ratio in grades one through three shall be no more than 23 students per teacher, with no more than 25 students per teacher in any classroom. In grades four through six, the average student/teacher ratio shall be no more than 28 students per teacher in any classroom. In grades 7 through 12, a teacher shall not be assigned more than 150 students daily, and any individual academic class shall not exceed 30 students except in special cases or for courses that lend themselves to large group instruction.

GIFTED/TALENTED PROGRAM

De Queen Public School offers a Gifted/Talented program through an enrichment program in grades K-2, a pull-out program in grades 3-5, and through acceleration in programs, pre-advanced placement (Pre-AP), and advanced placement (AP), and advanced math and English classes in grades 6-12. A G/T Coordinator oversees the program curriculum, record keeping, and compliance and acts as a liaison with parents and community. Monthly meetings are held to address GT students' affective needs.

STUDENT ACCELERATION

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

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel.

Elementary School Students

The process of determining the appropriateness of a request for an elementary school student to receive acceleration shall be under the direction of the district/school Gifted and Talented Program Coordinator. The district/school Gifted and Talented Program Coordinator shall convene the Acceleration Placement Committee and communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision, which shall include the student's parents or guardians.

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

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

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

Course Selection Students

District students who attend a District school that authorizes the student to select individual courses shall have acceleration options provided to them by the counselor during the course selection process. The course selection process shall be part of the Student Success Plan created and modified in accordance with Policy 4.55—STUDENT PROMOTION AND RETENTION.

REQUIREMENTS FOR PARTICIPATION IN GRADUATION

A student who is in attendance in the De Queen School District upon completion of meeting all district and state requirements for graduation shall be eligible for participation in graduation exercises, as approved by the district administration. Students that meet all of the graduation requirements at the end of their junior year are eligible for early graduation. Extenuating circumstances shall be approved by the administration. Students that chose to graduate early will only be allowed to participate in the graduation ceremony and no other senior related events such as prom, senior trip, or extra-curricular activities. Students who intend to receive a diploma will be required to participate in graduation exercises or to be excused in writing by the administration. Students who have 18 credits at the end of seven semesters but have not met requirements for graduation may participate in graduation exercises and receive a certificate of attendance. Students who have attended school in De Queen in the ninth and tenth grades and have successfully completed two years at the Arkansas School for Mathematics and Science will be allowed to participate in graduation exercises at De Queen High School and received a certificate of attendance.

Graduation Attire

In order to keep De Queen High School graduation a formal/traditional event, the following dress code will be enforced. Graduates meet for pictures one hour before graduation. If a student does not meet the dress code, he/she will be asked to resolve the conflict. If a student chooses to not obey the dress code, a guardian will be called and the student will not walk in graduation.

ALL students participating in graduation ceremonies must have a cap, gown and tassel. These may be purchased through Herff Jones or borrowed. Gowns must be pressed. Hats **may not** be decorated. No flip flops or tennis shoes.

Men

White button up collared shirt (tie, bow tie optional)
Dark pants (black or navy)
Black socks
Dark shoes (may be boots if they are polished)

Ladies

Dress or pant suit meeting dress code.
Any color shoes that are not flip flops or tennis shoes.
Remember there will be a lot of walking.

Cords

Students may wear cords issued through De Queen High School/UA Cossatot. Boys State and Girls State participants may wear the cord awarded to them. Blood donor cords will be distributed by the blood drive

sponsors. Members of NHS will be issued a stole to wear. No other stoles may be worn. Sashes from the military will be allowed.

During registration, forms will be available for parents and students to sign indicating they have read the graduation dress code and will adhere to this policy.

COLLEGE ENTRANCE REQUIREMENTS

Students who meet the requirements for graduation from De Queen High School will meet the entrance requirements for most colleges. However, many colleges have their own particular entrance requirements. Therefore, under the guidance of the school counselor, it is the responsibility of the individual student to find out the entrance requirements of the college he/she plans to attend and to plan his/her high school courses accordingly. Students who do not plan to go to college should take courses that will prepare them for the occupation they plan to follow.

ENGLISH COMPOSITION I AND II

If a student enrolls in and successfully completes Composition I and Composition II for concurrent credit through an institution of higher education, he or she will be awarded a full unit of credit for English 11 and English 12, respectively.

If both courses are completed during the student's junior year, the student will not be required to take an English course during his or her senior year. This will allow the student to pursue other elective opportunities at the school or university.

GRADUATION REQUIREMENTS FOR FORMER STUDENTS

Former students returning to De Queen High School to receive a diploma must meet the credit requirements for the year in which they apply.

GRADING

A system of marking and grading is necessary to provide information concerning the learning progress of pupils. The purposes are:

1. to give information for pupil guidance and counseling;
2. to show the achievement of a pupil in relation to others;
3. to assist in grouping, retention, transfer, and grade placement;
4. to inform parents of the progress of their children; and
5. to help the administration evaluate the effectiveness of the school program.

Students will receive A for excellent, B for good, and C for satisfactory. D indicates the need for improvement, and F indicates unsatisfactory work. In special classes, a reporting system of "Satisfactory" or "Unsatisfactory" may be made to parents.

Grade Forgiveness

1. Students who successfully complete Physical Science or Algebra I during the eighth grade shall earn the corresponding high school credit.
2. If a student's final course grade negatively impacts the student's cumulative high school Grade Point Average (GPA), the student may choose to retake the course. The course must be retaken during the following academic year.
3. Under grade forgiveness:
 - o The course credit shall remain on the student's transcript.
 - o A student who repeats a course may have the new grade replace the previous grade in the GPA calculation of the student's cumulative high school GPA.
4. Grade forgiveness may be exercised for Advanced Eighth Grade Physical Science Algebra I, or both courses, provided the student earned course credit.
5. Grade forgiveness will NOT apply to Advanced Eighth Grade English courses, the curriculum while more challenging is not considered ninth grade course work.

Advanced Courses: Students are placed in advanced classes based upon achievement which includes classroom performance and assessments. Students who fail the first nine weeks will be dropped from the advanced class.

Grading will not be used as a disciplinary measure. Grades assigned to students reflect educational objectives only.

PERIODIC GRADE REPORTS

Grades must be current on Friday at 3:30 pm. The third week of each marking period, parents of students in danger of failing (with Ds or Fs) will be contacted. The fifth week of each marking period all parents will receive progress reports.

Report cards will be given at the end of each nine weeks. Parent-teacher conferences will be scheduled so that parents of all students may come to school to discuss their child's progress. In grades Kindergarten-5th, teachers shall meet with parent(s) or guardian(s) of each student at least once a semester through Parent/Teacher conference, telephone conference, or home visit. Grade 6-12, one Parent/Teacher conference will be scheduled per semester.

All parental contacts or attempts to contact must be documented by teachers.

Parents of students in kindergarten will receive at least eight progress reports during the year. The first two reports will indicate progress on those skills which every student is expected to master at the kindergarten level as set forth by state frameworks. The balance of the progress reports will identify the same basic skills as the first two reports, plus other listed skills which have been introduced by the teacher during that reporting period. All reports will reflect how well the child is mastering the

presented material. Each progress report will also report on the social adaptation of the child to the school community (Citizenship).

Supplementary notes of communication, suggestions for improvements, parental conferences, room meetings, and similar means of keeping in touch with parents are encouraged. Parents are invited to visit the schools to confer with teachers and principals relative to instruction of their children. Except for emergencies, parents will be expected to arrange such conferences by appointment in advance. Parents are encouraged to visit classes, but are expected to make arrangements through the office of the building principal before attending classes.

HOMEWORK POLICY

The De Queen School District maintains that homework can be an important activity to help students learn. Whenever homework exists in the school system, it will be included as an integral part of the instructional program to supplement and/or complement learning concepts and objectives. **Homework will not be used as a disciplinary or punitive measure.** When homework is given by the teacher, it is expected to be completed on time. Homework should be age appropriate in subject matter and length of time required for completion. De Queen Schools recognize that homework assignments vary from daily assignments to extended projects. Class loads of high school students vary as well. Extended projects may require progress assessments along the way which may or may not be counted as homework.

Homework should be a positive experience and provide students the opportunity to:

1. reinforce skill development,
2. manage learning time away from the school setting,
3. communicate to parents learning activities provided during the school day, and
4. involve others in helping them to learn.

In the De Queen School District, all homework assignments will be:

1. directly related to the curriculum and the current learning objectives:
2. explained thoroughly in terms of content, process, and expectations:
3. reasonable, and will not preclude pupils from assuming other homework and community responsibilities: and
4. designed to encourage and support efforts to develop the skills to learn independently.

(Recommendations)

1. Each teacher giving homework assignments from classroom sets of books should make provisions for books to be taken home.

2. Teachers should present copied materials that can be seen clearly and have instructions to be used in completing them.
3. Homework assignments should emphasize the application of concepts and skills previously introduced.
4. Homework should be considered in the grading of students but not necessarily determine whether a student passes or fails.
5. Homework should provide immediate feedback to the teacher on areas of weakness in the students' understanding of concepts and/or acquisition of skills.
6. The type of homework assigned should be varied.

Parents are notified of this policy each year through its inclusion in this Student Handbook.

Addition to homework policy for grades 6-9:

If the student fails to complete the assigned homework, he/she may be assigned lunch detention to complete the assignment(s). If the student fails to attend lunch detention, the student may be assigned ISS.

MAKE-UP WORK

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

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

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

A student will have the same number of class periods as he/she was absent to make up class work. For example, a student missing one period has only one period and then the work is due the next period in that class. However, the teacher may, in extenuating circumstances, extend that time up to five days. The principal has the right to adjust or amend this policy. A student may be required to take a test the day he/she returns if the test was announced before his/her absence. The make-up test must be over the material originally covered and must be administered during the school day or in the Study Hall, if provided. It is the student's responsibility to make arrangements to make up any class work that is missed.

SEMESTER EXAMS

Semester tests must be given during the designated time unless an exception is granted by the building principal.

In grades 10 through 12, a teacher may choose to exempt a student from semester tests if the student has the following criteria in each course:

- If you have been suspended/expelled you will take all final exams.
- A student with *7 or fewer excused/unexcused absences for the semester and an A* in the course will be exempt from the Final Exam to end the semester.
- A student with *5 or fewer excused/unexcused absences for the semester and a B* in the course will be exempt from the Final Exam to end the semester.
- A student with *3 or fewer excused/unexcused absences for the semester and a C* in the course will be exempt from the Final Exam to end the semester.
- A student with a D or lower will take a Final Exam to end the semester.
- All students enrolled in an Advanced Placement Course or Career and Technical course that requires an End of Course Assessment will be tested.

Grades 6-9:

- Any student suspended or expelled in the applicable semester will be required to take semester exams.
- Two paths for exemption:
 - Grades in the classroom
 - If a student has an A in a class and 7 or less absences-exempt in that class
 - If a student has a B in a class and 5 or less absences-exempt in that class
 - If a student has a C in a class and 3 or less absences-exempt in that class
- ATLAS testing
 - If a student scores exceeding or ready in two of the three areas tested and has 7 or less absences they will be exempt both Fall and Spring in that school year. Absences apply to each period. For example, if a student has 8 absences in 1st period and 6 in the other 7 periods, they would only have to take the 1st period test. (Absences are by semester)

- If a student shows growth from level 1 to level 2 in two of the three areas tested and has 7 or less absences they will be exempt both Fall and Spring in that school year.
(Absences apply by semester)

No semester tests will be given prior to the first scheduled test day.

*Extenuating circumstances will be up to the administrator's discretion.

*School business does not affect exemptions.

All High School, Junior High and Middle School courses will have final exams except the following:

PE, athletics, yearbook staff, and rotating classes.

In Middle School, Junior High and High School, the semester test grade shall count 1/5 of the semester grade.

A student receiving a semester grade of 60% or above will be considered as having successfully completed the course.

ACTIVITY CURTAILMENT

No school activities, events, or functions will be scheduled for the week of semester tests or during state mandated testing. Activities may resume following the last scheduled test of the semester.

PROCEDURES FOR COMPUTING GRADE POINT AVERAGE

In determining grade point average, academic courses taken in grades 9-12, and some courses in 8th grade, are considered. Grade points are computed to three places to the right of the decimal using the following numerical conversion: A=4, B=3, C=2, D=1, F=0. The grade point values for AP, IB, and approved department of education honor courses shall be one point greater than for regular courses (with exception that an F shall be worth 0 points) provided appropriate teacher training and student testing has occurred.

PERMANENT RECORDS

Permanent school records, as required by the Arkansas Department of Education, shall be maintained for each student enrolled in the District until the student graduates 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 upon the transfer of the student to another district.

HONOR ROLL

Students with no grades lower than B at the end of each grade period will be named to the school's Honor Roll for that period. Students in grades 6-12 who are listed on the Honor Roll will be given free passes to athletic events for the next semester's grading period.

HONOR GRADUATES

To be eligible for status as an Honor Graduate, a student must have at least a 3.5 cumulative grade point on a 4.0 scale and be actively pursuing a high school diploma. In order to be eligible, a student must **at the end of the first semester of the year they intend to graduate**. Final grade points will be computed at the completion of the senior year—eight semesters. Final ranking will be recorded on permanent records. To be declared Valedictorian or Salutatorian, a student must have received all semester grades of his/her junior and senior years from De Queen High School, and **will be declared based upon their cumulative records at the end of the first semester of the year they intend to graduate**. The student must be pursuing the college core curriculum. Early graduates are not eligible for Valedictorian or Salutatorian honors.

CLASS RANK

Class rank will be determined by grade point averages ranked in numerical order of the official office computer, except in cases of students who have all A's with the same number of state-mandated weighted classes. Students who have all A's in both non-weighted classes and the same number of weighted classes will have the same rank regardless of the total number of credits. For example, a student who has 2 weighted credits and 25 non-weighted credits will not be ranked above a student who has 2 weighted credits and 27 non-weighted credits.

Example:	Student A	Student B
	27 total credits	29 total credits
	$4 \times 25 = 100$	$4 \times 27 = 108$
	$5 \times 2 = 10$	$5 \times 2 = 10$
	$110/27 = 4.074$	$118/29 = 4.068$

Student A and Student B will have the same rank.

NATIONAL HONOR SOCIETY

Any junior who has successfully completed 5 semesters or any senior who has completed 7 semesters of the college core and is currently enrolled in college core and who maintains at least a 3.50 grade point average on a 4.00 scale becomes eligible for nomination as a member of National Honor Society. Selection is by faculty vote and on a point system which considers scholarship, service, leadership, and character.

PROMOTIONS AND RETENTIONS

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

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

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

- a. The building principal or designee;
- b. The student's teacher(s);
- c. School counselor;
- d. A 504/special education representative (if applicable); and
- e. The student's parents, 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 shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

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

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

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

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

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

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

- a. Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
- b. Assign the student to:

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

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

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

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

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

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

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

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

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

An SSP shall be created:

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

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

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as

applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

The promotion of a sixth, seventh or eighth grade student is based on his/her attendance and successfully completing 7 of 12 semesters of required courses. Failing grades may be made up only through an accredited summer school program or correspondence courses. The promotion of pupils in grades 9 through 12 will be determined by the number of credits a student has earned. A sophomore must have 6 credits; a junior must have 12 credits; a senior must have 18 credits.

ACT 35

Student proficiency levels indicated by state assessments will be reported as Level 1,2,3, or 4. Students will be provided intensive reading instruction utilizing the Direct Instruction Reading program which will systematically, explicitly, and coherently address the five essential elements of reading. Students in grades Kindergarten, 1 and 2, determined by the State Board of Education's performance levels to have substantial reading difficulty, will have an IRI. Students below the 25th percentile will have an IRI. Pending new rules and regulations with ACT 237.

To determine grades, the following percentages are used in all schools (Ark. Act 576, 1993).

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

Students may be given and "I" (incomplete) at the end of a grading period due to inadequate make-up work. Resolution of a grade of incomplete should follow the make-up policy or the grade on the work missed will become a zero.

Kindergarten uses a "Report Card Checklist" to administer grades each nine weeks. Teachers will use this checklist to determine each child's level of mastery on Kindergarten skills. A child can receive:

M = Mastery of the skill

S = Satisfactory of the skill

N = Needs improvement of the skill

USE OF COMPETENCY TEST DATA

De Queen Public Schools use various testing programs throughout the school year. The results of these tests are used to determine strengths and weaknesses in course offerings, to measure learning, to plan curriculum, to aid in scheduling and programs of study, to plan remediation courses for students, and to give performance and achievement comparisons on state and national levels.

ASVAB

All high school juniors will be required to take the ASVAB test. Seniors who wish to take the test again during their senior year will be required to meet the following expectations:

- (1) submit a formal request from an official military recruitment officer to the counselor,
- (2) notify school officials in advance,
- (3) obtain teacher signatures on the appropriate notification form at least two days prior to the absence,
- (4) follow homework and make up rules as outlined in Student Personal Leave Policy.

WRITTEN STUDENT DISCIPLINE POLICIES

Each school district in this state shall develop written student discipline policies in compliance with the guidelines established by the Department of Education and shall file such policies with the department.

Guidelines shall include minimum standards of quality, experimentation with innovative programs, and a system to judge the effectiveness of the program.

STUDENT DISCIPLINE

NOTE: Consequences as assigned by the principal may include a range of minimum to maximum punishment (i.e.: conferences to expulsion).

The De Queen Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school sponsored function, activity, or event; going to and from school or a school activity.

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a

criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to a felony or an act that would be considered a felony if committed by an adult, an assault or battery, drug law violations, or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.

The District's personnel policy committee shall review the student discipline policies annually and may recommend changes in the policies to the De Queen School Board. The Board shall approve any 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 and his/her parent or legal guardian shall sign and return to the school an acknowledgement form documenting that they have received the policies.

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.

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

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

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

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

The 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 District's program may include offering an expelled student an opportunity for enrollment in digital learning courses or other alternative educational.

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

During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education programs.

BEHAVIOR CODE

Students are to keep their hands to themselves and treat teachers and fellow students with respect and courtesy. Horseplay and physical teasing, as well as shoving, striking, fighting or threatening others with physical injury, etc., constitute battery and/or assault, and are strictly forbidden. Profanity and rude and abusive language directed at others is considered abuse and is also strictly forbidden. Violation of this policy will result in disciplinary action and may also constitute a criminal offense. By law, local law enforcement must be notified whenever a felony or an act of violence may have been committed on campus.

All pupils are expected to conduct themselves at all times in a manner that will contribute to the best interests of the school system and will not infringe upon the rights of others. Rules of conduct will be in effect on the school grounds at any time; off the school ground at a school activity, function, or event; away from home when the student is representing his school as a participant or as a guest at another host school's function; or on school transportation facilities en route to or from school or a school event.

Following this section is a list of actions which will be considered improper conduct and may result in disciplinary actions ranging from:

1. a conference with the student (minimum)
2. being assigned demerits
3. being assigned to detention
4. being administered corporal punishment
5. being suspended
6. being expelled (maximum)

NOTE: Consequences as assigned by the principal or his designee may include a range of minimum to maximum punishment (i.e.: conferences to expulsion).

PROHIBITED CONDUCT

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

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

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 the cell phone and electronic device policy.
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; being under the influence of, using, possessing, attempting to distribute, selling illegal narcotics, or illicit drugs, look alike drugs, any prescription drug without proper medical prescription, or drug paraphernalia as defined in Arkansas Act 590 of 1971 as amended.
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, “throwing signs” or other gestures associated with gangs are prohibited;
21. Sexual harassment; and
22. Bullying.
23. Using, possessing, or selling any product manufactured, distributed, marketed, or sold as

e-cigarettes, e-cigars, e-pipes, vapes or under any other name or description is prohibited. Violation of this rule will result in a suspension of 10 school days. Any further infraction may result in further suspension or expulsion.

Beverage Containers and Outside Beverages

To ensure the safety of the school community and to prevent the unauthorized possession of prohibited substances (such as alcohol, inhalants, or unauthorized ingestible matter), the District implements the following regulations regarding beverage containers and outside drinks:

1. **Approved Containers:** Students are permitted to carry and use only **clear, transparent plastic water bottles**. These bottles must be see-through to allow for easy inspection of the contents by school personnel.
2. **Prohibited Containers:** The possession of any non-transparent beverage container is strictly prohibited on school grounds during the school day. This includes, but is not limited to:
 - **Insulated metal or plastic cups and tumblers (e.g., Yeti, Stanley, or similar brands).**
 - Opaque or tinted plastic bottles.
 - Cans or glass containers.
3. **Permissible Contents:** Only **clear water** is allowed in student-carried beverage containers.
4. **Outside Beverages:** No drinks brought from outside the school are permitted on campus, with the sole exception of clear water in an approved clear bottle. This prohibition includes, but is not limited to, fountain drinks, sodas, energy drinks, and coffee from home or commercial establishments.
5. **Exemptions:**
 - Beverages purchased through the **Cafeteria Programs** and consumed within the cafeteria during designated meal times.
 - Specific exceptions for medical reasons as documented in a student's **Individualized Health Plan (IHP)** or **504 Plan**.
6. **Enforcement and Search:** School officials reserve the right to inspect any beverage container if there is reasonable suspicion that it contains a prohibited substance. Unapproved containers or beverages will be confiscated.
7. **Disciplinary Consequences:** Violations of this policy will be classified as **Insubordination** or **Disruption of School** and may result in disciplinary actions ranging from a conference to suspension, as outlined in the Behavior Code."

Behavior not covered above. The school district reserves the right to punish behavior which is subversive to good order and discipline in the schools even though such behavior is not specified in the preceding written rules. For breaches of discipline not specifically listed, an administrator may determine the measure of punishment.

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.

Felonious Infractions

The following behavior infractions may be considered acts of felony and subsequently be reported to local law enforcement agencies according to the guidelines of Act 888 of the 1995 session of the state legislature.

1. Using, possessing, or selling of weapons, dangerous instruments, fireworks, or contraband.
2. Terroristic threatening, cursing, physically abusing, or seeking to inflict physical abuse, assaulting, or using abusive language toward another student, school employee, or school visitor. The principal will report all assaults and other violent acts committed against a school employee to the appropriate local law enforcement agency.
3. Willful, excessive destruction, damage, or theft of school property or of private or public property located on the school grounds. Terms of discipline may require restitution by the student or his/her guardian.
4. Being under the influence of, using, possessing, or selling, alcoholic beverages, as defined in Arkansas Act 590 of 1971 as amended. (Reference District Policy 4.24) **Note:** First violation of this rule will result in a suspension of 10 school days; a second time violation will result in a student being expelled for 20 school days. A third violation will result in an expulsion of 45 school days. Any further infractions may result in further expulsion. The police department will be notified of each violation.
5. Being under the influence of, using, possessing, attempting to distribute, selling illegal narcotics, or illicit drugs, look alike drugs, any prescription drug without proper medical prescription, or drug paraphernalia as defined in Arkansas Act 590 of 1971 as amended. (Reference District Policy 4.24) will be in violation of school policy if such behavior takes place on school property, on a school vehicle, at a school activity (including school trips). **(Note: (Grades K through 7)** First violation of this rule will result in an expulsion of 30 school days or an alternative option. Second Violation will result in an expulsion of 90 school days. Any further violations may result in further expulsion. **Note: (Grades 8 through 12)** First violation of this rule will result in an expulsion of 45 school days or alternate option. Second violation will result in an expulsion of 90 school days. Any further violations may result in further expulsion. The police department will be notified of each violation (All Grades).
6. Act 567 of 1995 requires expulsion for a period of not less than one year for possession of any firearm or other weapon prohibited upon the school campus by law; however, the superintendent shall have discretion to modify such expulsion requirement for a student on a case-to-case basis. (Act 130 allows a person who is a civil war re-enactor to carry a civil war era weapon onto school property for educational purposes so long as school official grants approval in advance and the weapon is unloaded.) Act 1150 of 1999 requires that parents, guardians or other persons in loco parentis of a student expelled for possessing a firearm or other prohibited weapon sign a statement acknowledging that the parents have read and understand current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property.

Alternative Disciplinary Option:

At the first violation of the above rule 5, the student/parents will be offered an alternative disciplinary action. This alternative is a one-time offering during the student's tenor at De Queen Schools and will only be available the first violation regardless if the student/parents decided to take the alternative or not. The alternative will be a suspension (10 school Days) and enrollment in a Substance Abuse Education program provided by Dequeen School District by both a parent/guardian and the student. This program will have an enrollment cost of \$100 to be paid in full at the first meeting and is non-refundable. This program will be offered at designated times and must be completed by both parent/guardian and student in its entirety otherwise the student will be expelled without question or chance for appeal from school for 30 school days (Grades K - 7) or 45 school days (Grades 8-12). In order to be enrolled into the Substance Abuse Education Program the enrollment form must be completed and returned to school administration within 5 school days of the incident. School Administration reserves the right to not allow enrollment into the alternative discipline option based upon the severity of the violation.

De Queen Public Schools

870-642-2426

Substance Abuse Education Program Enrollment Form

Student Name: _____
Grade Level: _____ Birthday: __/__/____ Gender: _____
Date of incident: __/__/____
Name of Parent/Guardian who will be attending program with student (must be same throughout program) : _____
Contact Number: _____
Relationship to student: _____

By enrolling in this program and signing this documentation you are waiving your rights to appeal an expulsion and agreeing to the fact that in the event the parent/guardian and the student do not complete the program in its entirety that the student will be expelled from school for the maximum amount of school days for this offense. (30 school days (Grades K - 7) or 45 school days (Grades 8-12)) This alternative discipline is a 10 school day suspension and completion of the Substance Abuse Education Program by the student and a parent or guardian. The enrollment fee for this course is \$100 to be paid in full at the first meeting of the program and is non-refundable.

A signature of the building administrator must be made within 5 days of the incident date in order to qualify for enrollment into the program. School Administration reserves the right to not allow enrollment into the alternative discipline option based upon the severity of the violation.

Signature of Parent/Guardian: _____
Signature of Student: _____
Signature of Building
Administrator: _____ DATE: _____

CONDUCT INFRACTIONS

1. Truancy
2. Intentionally interrupting or interfering with the normal and lawful school process or causing others to do so.
3. Disregarding directions or commands of school officials or refusing to identify himself/herself at the request of school officials.
4. Being involved in immoral act or acts which may be according to community standards interpreted as indecent acts, gambling, or wagering.
5. Possessing or using tobacco or tobacco products.
6. Act 1408 of 1999 prohibits a person under eighteen (18) years of age to possess a hand-held laser pointer without the supervision of a parent, guardian, or teacher. The hand-held laser pointer shall be seized by the law enforcement officer as contraband. It is the De Queen School policy that no student shall have a laser of any kind in their possession on school property.
7. The school district reserves the right to punish behavior which is subversive to good order and discipline in the schools even though such behavior is not specified in the preceding written rules. For breaches of discipline not specifically listed, an administrator may determine the measure of punishment.

STUDENT DRESS AND GROOMING

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

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. District/School administration shall establish student dress codes for the District's schools, to be included in the student handbook, and are consistent with the above criteria.

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.

Student Appearance Code

The School Board recognizes that among those rights retained by the people under our constitutional form of government is the freedom to govern one's personal appearance. However, when dress and/or grooming disrupt the learning process for the individual student, other students, or the learning climate of the school, it becomes a matter subject to disciplinary action. Student dress, grooming, and appearance should be the responsibility of the individual and his/her parents under the following guidelines:

1. Dress and grooming should be clean and in keeping with health, neatness, and sanitary practices.
2. Students may not wear clothing or hairstyles that can be hazardous or distracting to them or others in their educational activities.
3. Dress and grooming should not substantially disrupt the educational process.
4. A student shall not wear or use emblems, insignias, badges, or other symbols where the effect thereof is to distract unreasonably the attention of other students or otherwise cause disruption or interference with the operation of the school.
5. Students may not wear clothing or accessories which promotes or exhibits alcoholic beverages, drugs of any type, playboy attire symbol or exhibits any form of obscenity or any other inappropriate sponsored attire.
6. No halters, crop tops, tank tops, spaghetti straps, tube tops, or tops that bare the midriff, or show cleavage, or show the underarm area may be worn.
7. No sunglasses, hats, sweat bands or any head gear may be worn in the building, except when approved by the principal.
8. No students will be allowed to wear clothing which identifies them as a member of a gang.
9. Any attire that allows skin to be seen above fingertip length is prohibited. This includes holes in pants and other clothing. Shorts and skirts must be fingertip length or longer. The only exception is school approved and purchased uniforms. Cheerleaders are permitted to wear their uniforms on game days only.
10. Students may not have any body piercing showing, except approved earrings, nose studs, and nose rings. Tongue studs and nose bars will not be allowed.

The dress code will be reviewed yearly in order to determine the appropriateness of fashions in the school setting.

LASER POINTERS

Students shall not possess any hand-held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; in route to or from school or any school-sponsored activity; off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it.

POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES

In grades K-12 students may not have cell phones or unapproved electronic devices visible on campus, before, during or after school. Primary and Elementary students must check their phone and smartwatches in to the office when they arrive in the morning and pick it up when they leave in the afternoon.

Definitions

“Emergency” means a serious, unexpected, and dangerous situation that requires immediate action, including without limitation:

- An active fire;
- An active tornado or earthquake;
- An active shooter;
- An evacuation of school grounds; or
- A medical emergency

“Personal electronic device” means without limitation a:

- a. Cellular telephone;
- b. Paging device;
- c. Beeper;
- d. Mobile telephone that offers advanced computing and internet accessibility;
- e. Digital media player;
- f. Portable game console;
- g. Tablet, notebook, or laptop computer;
- h. Digital camera;
- i. Digital video or audio recorder;
- j. Smart watch; and
- k. Device that can connect and transmit data through Bluetooth technology.

“School day” means from the time students are required to be at school until the time students are dismissed from school.

Special school events” may include:

- Activities held during the school day that occur outside of the standard in-class curriculum, which may include any of the following activities:
 - Pep rallies;
 - Interscholastic activities;
 - Concerts and performances;
 - Art shows and science fairs;
 - School sponsored events held off campus; and
 - Graduation ceremonies; or
- Regular school activities where the public is invited.

Possession of Personal Electronic Device

Except as permitted under this policy, a student shall not be in possession of a personal electronic device during the school day. A student may possess a personal electronic device during the school day if:

- The personal electronic device is required by the student's individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;
- The possession of the personal electronic device is during an emergency as defined by this policy;
- The personal electronic device is issued by the District for the student's use during the school day;
- The possession of the personal electronic device is by a student enrolled in an endorsed concurrent enrollment course at an institution of higher education in order to utilize two-factor authentication to access course work and resources for the endorsed concurrent enrollment course; or
- The possession of the personal electronic device is during a special event during the school day.

A student shall be deemed to not be in possession of a personal electronic device if:

Use Of Personal Electronic Device

Except as permitted by this policy, a student shall not use a personal electronic device during the school day. A student may use a personal electronic device during the school day if:

- The personal electronic device is required by the student's individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;
- The use of the personal electronic device is during an emergency as defined by this policy;
- The personal electronic device is issued by the District for the student's use during the school day; or
- The use of the personal electronic device is by a student enrolled in an endorsed concurrent enrollment course at an institution of higher education in order to utilize two-factor authentication to access course work and resources for the endorsed concurrent enrollment course; or
- The use of the personal electronic device is during a special event during the school day.

A student may possess and use a personal electronic device at a special school event for the purpose of taking photographs. The District shall inform the students and students' parents, legal guardians, persons having lawful control of the student, and persons standing in loco parentis the following before a special school event takes place:

- When and where the special school event will take place;
- Whether or not personal electronic devices shall be allowed at the special school event; and
- Where personal electronic devices may be used at the special school event.

The use of personal electronic devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

Misuse of Personal Electronic Devices

Even if a student is allowed to possess or use a personal electronic device under this policy, the misuse of a personal electronic device is prohibited. Misuse of personal electronic devices includes, but is not limited to:

1. Using personal electronic devices issued by the District during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the personal electronic device when not being used for reason #1 above;
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the personal electronic device to record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person regardless of whether the image is real or created through the use of artificial intelligence;
6. Using a personal electronic device issued by the District in a manner that violates the Electronic Device and Internet Use Agreement regardless of whether the violation occurred on or off campus;
7. Using a personal electronic device at an event during the school day that was not designated as a special school event or in a manner or location that was not authorized as part of the special school event;
8. Using personal electronic devices issued by the District while driving any vehicle at any time;³ or
9. Using a personal electronic device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property.

Discipline

A student may have a personal electronic device confiscated if:

- The student is found to possess or use a personal electronic device when the use or possession is not authorized by this policy and the personal electronic device was not issued by the District;
- The student misuses a personal electronic device as defined by this policy; or
- The student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis uses the remote recording or listening capabilities of a personal electronic device, either through an app installed on the personal electronic device or the built-in capacity of the personal electronic device, except when authorized by the District.

Confiscated personal electronic devices may be picked up at the school's administration office by the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis. Students have no right of privacy as to the content contained on any

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

A student and the student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis expressly assume any risk associated with a student's possession or use of a student's personal electronic device that is not issued by the District. The District shall not be liable for a personal electronic device that is confiscated if the personal electronic device is lost, stolen, or damaged.

In addition to the confiscation of a personal electronic device for a violation of this policy, a student may be subject to the following discipline:

To protect the integrity of the administration of the assessments under the Arkansas Educational Support and Accountability Act, a student who is found to be in possession of or to use a personal electronic device during the administration of a statewide assessment that is not required by the student's IEP, 504 Plan, or issued by the District shall have the discipline the student is subject to increase by an additional level.

Offenses for having electronic devices during school hours

- A. 1st Offense – Cell phones will be confiscated if seen during the school day. The parent must pick up the phone at the school.
- B. 2nd Offense – The student will spend one day in In-School suspension (ISS) and the parent must pick up the phone at the school.
- C. 3rd Offense – The student will be given 3 days of In-School suspension and the parent must pick the phone up at the school.
- D. 4th Offense – The student will be given a 3 day suspension from school and the parent must pick the phone up at the school
- E. Any further offense – The student will be considered for further suspension or expulsion from school.

Refusal to relinquish the electronic device(s) will be an automatic 3-day suspension from school.

TARDIES

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.

- Students who miss 15 minutes or more of a class period will be counted absent for that period.
- Tardiness will be excused in case of a student's illness, personal emergency, or if the student's bus is late; all other tardiness will be unexcused.
- K-5 At 15 unexcused tardies and/or unexcused early checkouts during the school year, the district will notify the prosecuting attorney.
- In grades 6-12, excessive tardies will result in progressive discipline

Admittance Procedures

1. Students must visit the office between 7:45-10:00 am (HIGH SCHOOL ONLY) on the school day immediately following an absence to receive an "Admit Slip." Grades 6-9 students must visit the office before the first morning bell at 7:50 a.m.
2. If the student does not provide office personnel with the documentation necessary to excuse the absence (i.e., parent note, doctor's excuse, etc.), the absence will remain unexcused.
3. Admit slips will not be written during instruction time.

Checkout Procedures

While we strongly discourage any student absences from school, parents or their designees will be permitted to check out their students using the following procedure: Please be aware that students will need to be given messages before 2:20 and those participating in athletics will need to be checked out before 2:20 each day unless it is an emergency situation.

1. We will no longer accept phone calls, texts, emails, or faxes granting us permission to release a student from our care. Parents or guardians must be physically present, send a written note with their students (see #2), or send a designee to campus in order for school officials to approve a student to check out from school. Contact the office, not the teacher.
2. Students may be permitted to check out from school with a written note from their parent or guardian that states (a) the date of approved check out; (b) the time or period of the approved check out; (c) the reason for the check out; (d) the parent or guardian's signature; and (e) a working phone number to verify permission. This written notice must be delivered to the high school office before 10:00 am on the day of check out. Office personnel will verify this permission with the parent or guardian prior to releasing the student from school. Only 7 parent notes will be allowed per semester for your child to be checked out. For high school only, there will be an additional 5 parent notes given to your child (per semester) that can be used to check your child out during lunch time (non-instruction time.)
3. All parent or guardian designees' contact information must be listed in eSchool. Designees must be at least 18 years of age and should be prepared to provide office personnel with photo

identification. Parents and guardians can approve as many designees for their child(ren) as they deem appropriate and enter the appropriate information into HAC.

4. Students enrolled in concurrent credit courses at U of A at Cossatot, UAHT or another designated approved college and/or Internship will receive a form the first week of school to be signed by the parent or guardian. This form exempts them from the above policy and permits them to check themselves out to attend their required classes, go to the bookstore, meet w/ professors and/or attend business related to their college class.

5. Students who are 18 years of age or older are still required by District policy to follow the above procedures.

6. An administrator may make an exception to this policy due to unforeseen circumstances (e.g., family emergency).

Students who violate the above check out procedures face suspension or revocation of their campus driving privileges, disciplinary consequences, a petition to the Sheriff's Office, or a combination of the above.

DISRUPTION OF SCHOOL

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

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

SEARCH, SEIZURE, AND INTERROGATIONS

The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the District in order to promote an environment conducive to student learning. The Superintendent, principals, and their designees have the right to inspect and search school property and equipment. They may also search students and their personal property in which the student has a reasonable expectation of privacy, when there is 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 Department of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

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

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

LOCKER AND PERSONAL SEARCHES

School districts must create a climate in the schools which assures the safety and welfare of all pupils. School authorities may search and seize any illegal or contraband materials. Lockers belong to the school district; therefore, the locker and a pupil's property in the locker are subject to periodic administrative searches, and the district reserves the authority to search lockers without the consent of the student if necessary.

Searches should be made under the following conditions:

1. Students should be informed of the conditions governing the use of school lockers when locker assignments are made.
2. Searches should be made by the building principal or an official duly authorized for that purpose by the building principal. The search of a particular locker should be made only under a reasonable assumption that the student is secreting evidence of an illegal act or contraband materials.
3. Blanket searches of every locker should not be permitted except in unusual circumstances such as a bomb threat.
4. The pupil should be given the opportunity to be present when a search of personal possessions of his/her locker is conducted, if such attendance is practical and there is no reason to believe that his/her presence could be a threat to the safety of the pupil or others.

SNIFF DOGS

“Sniffing” by the trained dogs in public hallways or automobiles in public lots is not a search. (The Fourth Amendment requirements do not apply). “Sniffing” of a student’s person is a search and will only be done after a search warrant is obtained.

TOBACCO AND TOBACCO PRODUCTS

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, any lighted or unlighted cigarettes, cigars, pipe, and any other smoking/vaping/aerosol product and spit tobacco, also known as smokeless, dip, chew, snus, and snuff, in any form including, e-cigarette, other tobacco products, and electronic nicotine devices) 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 ranging from a warning to out of school suspension.

With the exception of only FDA approved 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, or under any other name or descriptor.

Advertising, sponsorships, giveaways, and promotional items regarding tobacco/non FDA approved nicotine cessation products are prohibited in all school sponsored publications and at all school-Sponsored events or at school functions, whether on or off school property. Students exhibiting tobacco/non-FDA approved nicotine products-related gear, or paraphernalia are prohibited.

Tobacco/non-FDA approved nicotine cessation products promotional items include but are not limited to clothing, bags, lighters, free tobacco samples, and other personal articles.

VAPING Tobacco use prevention education shall be integrated within the health education program in Pre-K through 12th grade to provide greater understanding of the health hazards of tobacco use. This education program shall include the short-and-long term negative physiological and social effects.

Students, visitors, and staff may be referred to Arkansas Tobacco Quitline (1-800-QUIT-NOW) for tobacco cessation help and information. School officials shall notify students, staff, families, parents, and visitors of the tobacco free policy through the student handbook, newsletters, signage, school web pages, or other appropriate methods of communication.

DRUGS AND ALCOHOL

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

Therefore, no student in the De Queen School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy.

This policy applies to any student who:

- Is on or about school property;
- Is in attendance at school or any school sponsored activity;
- Has left the school campus for any reason and returns to the campus; or
- Is on route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to

- Alcohol, or any alcoholic beverage;
- Inhalants or any ingestible matter that alter a student's ability to act, think, or respond;
- LSD or any other hallucinogen;
- Marijuana;¹
- Cocaine, heroin, or any other narcotic drug;
- PCP;
- Amphetamines;
- Steroids;
- "Designer drugs";
- Look-alike drugs; or
- Any controlled substance.

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—STUDENT MEDICATIONS.

WEAPONS AND DANGEROUS INSTRUMENTS

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

A weapon is defined as any firearm, knife, razor, ice pick, dirk, box cutter, numchucks, pepper spray or other noxious spray, explosive, or any other instrument or substance capable of causing bodily harm. For the purposes of this policy, "firearm" means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.

Possession means having a weapon, as defined in this policy, on the student's body or in an area under his/her control. If, prior to any questioning or search by any school personnel, a student discovers 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 firearm¹ shall be recommended for expulsion for a period of not less than one year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis.²¹ 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.³² 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.

STUDENT ASSAULT OR BATTERY

A student shall not threaten, physically abuse, or attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor). Any 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 understanding, is calculated to: a) cause a breach of the peace; b) materially and substantially interfere with the operation of the school; c) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation. Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

BULLYING

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

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

Definitions:

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

Bullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that:

1. May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated;
2. Involves an actual or reasonably perceived power imbalance;
3. Is repeated or has a high likelihood of repetition; and
4. Causes or creates actual or reasonably foreseeable:
 - 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.;

“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 dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

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

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

A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
 - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
 - b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
 - a. That a credible report or complaint of bullying against their student exists;
 - b. Whether the investigation found the credible report or complaint of bullying to be true;
 - c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
 - d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:
 - a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
 - b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

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

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

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

To prevent multiple, simultaneous investigations into the same alleged conduct, if the facts that support an alleged incident of bullying may also constitute a violation of another District policy; State or Federal law; State rule; or Federal regulation, then the District shall investigate and dispose of the alleged incident of bullying in accordance with the other applicable District policy; State or Federal law; State rule; or federal regulation in lieu of the requirements of this policy.

Copies of this policy shall be available upon request.

GANGS AND GANG ACTIVITY

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

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

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

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.

STUDENT SEXUAL HARASSMENT

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

Believing that prevention is the best policy, the District will periodically inform students and employees about the nature of sexual harassment, the procedures for registering a complaint, and the possible redress that is available. The information will stress that the district does not tolerate sexual

harassment and that students can report inappropriate behavior of a sexual nature without fear of adverse consequences. The information will take into account and be appropriate to the age of the students.

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment as defined in this policy. Any student found, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion.

Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, or other personally offensive verbal, visual, or physical conduct of a sexual nature made by someone under any of the following conditions:

1. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
2. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creates an intimidating, hostile, or offensive academic environment.

The terms "intimidating," "hostile," and "offensive" include conduct of a sexual nature which 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.

Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances. Depending upon such circumstances, examples of sexual harassment include, but are not limited to: unwelcome touching; crude jokes or pictures; discussions of sexual experiences; pressure for sexual activity; intimidation by words, actions, insults, or name calling; teasing 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; and spreading rumors related to a person's alleged sexual activities.

Students who believe they have been subjected to sexual harassment, or parents of a student who believes their child has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will assist them in the complaint process. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment.

To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students who file a complaint of sexual harassment will not be subject to retaliation or reprisal in any form.

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

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

SEXUAL HARASSMENT POLICY

1. Purpose-Sexual harassment is sex discrimination under Title IX. It is the policy of the De Queen School District to maintain learning and working environment that is free from sexual discrimination, including sexual harassment.
2. Authority-It shall be a violation of this policy for any member of the District staff to harass a student through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students or staff members through conduct or communications of a sexual nature as defined below.
3. Definitions-Unwelcome sexual advances, requests for sexual favors, and other inappropriate oral, written, or physical conduct of a sexual nature when made by any student or staff member to another student or staff member constitute sexual harassment when:
 - a. submission to such 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; or
 - c. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment. Sexual harassment, as defined above, may include but is not limited to the following:
 - Verbal harassment or abuse
 - Pressure for sexual activity
 - Repeated remarks to a person with sexual or demeaning implications
 - Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.
 - Inappropriate patting or pinching
 - Intentional brushing against a student's or an employee's body
 - Any sexually motivated unwelcome touching
4. Procedures-Any person who alleges sex discrimination or sexual harassment by any staff member or student may use the District's equity complaint procedure (detailed below) or may complain directly to the building principal, guidance counselor, or to the assistant superintendent who is the Equity Coordinator designated to receive such complaints. Filing of a complaint or otherwise reporting sexual harassment or sex discrimination will not reflect upon the individual's status nor will it affect future employment, grades, or work assignments. Use of the reporting forms provided is optional.

Upon receipt of a report of sexual harassment, the building principal or guidance counselor or other staff member shall immediately notify the Equity Coordinator without screening or investigating the report. If the report is given verbally, the principal or his/her designee, counselor or staff member will report it in a written form within 24 hours and forward it to

the Equity Coordinator. Failure to report any sexual harassment report or complaint as provided will result in disciplinary action taken against that employee.

If the complaint involves the building principal, counselor or the equity coordinator, the complaint may be filed directly with the Superintendent. If the complaint involves the Superintendent, the complaint may be filed with the Equity Coordinator. The Equity Coordinator shall immediately authorize an investigation, which may be conducted by school officials. A written report on the investigation will be provided to the Equity Coordinator within ten school days of the complaint or report of sexual harassment.

The investigation may consist of personal interviews with the person filing a complaint, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident of circumstances surrounding the complaint.

In addition, the District may take immediate steps, at its discretion, to protect the person filing the complaint, students and employees pending the completion of the investigation.

The Equity Coordinator shall make a report to the Superintendent within two days of the completion of the investigation.

- A. Upon receipt of a recommendation that the complaint is valid, the District will take such action as appropriate based on the results of the investigation. If the harasser is a student, disciplinary action may include suspension or expulsion. If the harasser is an employee, disciplinary action may include termination or non-renewal.
 - B. The result of the investigation of each complaint filed under these procedures will be reported in writing to the person filing the complaint by the District. If the harasser is a student, the report will document the action taken as a result of the complaint to the extent permitted by the Family Education Rights and Privacy Act. If the harasser is an employee of the District, the report will document the action taken as a result of the complaint to the extent permitted by law.
5. Reprisal-The District will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists, or participates in an investigation proceeding related to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.
 6. A process is in place for resolving parental concerns. Parents are first asked to discuss the issue with the child's teacher. If the issue is not resolved, a meeting is scheduled with the Principal and other stakeholders. If additional assistance is needed, the parent is encouraged to contact the Superintendent. After this step, parents may request to be heard by the School Board.

EARLY MORNING DETENTION

Early morning detention will be held as needed in De Queen High School beginning at 7:15 am. Students who are assigned are required to attend and failure to do so may result in other disciplinary measures as listed here. If students arrive after 7:15 am, they will not be allowed to enter and will be considered absent from detention for that day which will result in being assigned in school suspension.

IN SCHOOL SUSPENSION (ISS)

In order to provide an additional alternative for discipline, a program has been developed to help eliminate suspensions. Instead of reporting to regular classes, students so assigned will report to In School Suspension for a period of from one to five days, designated by the Principal.

Some reasons for referral to In School Suspension are listed under the Behavior Code in this chapter. In In-School Suspension, the student will work on class assignments prepared and graded by his/her regular classroom teachers, as well as working on other assignments as directed by the instructor of the In School Suspension room. Those assigned to this detention will comply with rigid disciplinary expectations which will be posted in the detention room. Privileges enjoyed by students will not be granted those assigned to this alternative to regular classrooms. All students in detention will eat as a group. Students may bring their lunch but must eat with the group. Students will not be allowed to attend pep rallies, assemblies, or recess during their period of detention. In order to receive credit for the day, a student assigned to In School Suspension must be in attendance from 7:55-3:10. Tardiness or failure to report to the room by the specified time, unless excused by the administrator making the assignment, will result in an additional day's assignment to In School Suspension. Any student who is assigned to the In School Suspension must complete the days assigned before he/she will be reinstated in regular classes.

For purpose of attendance policy, days assigned to the In-School Suspension will not be computed as absences from school.

If a student fails to comply with rules and regulations of the In-School Suspension or fails to comply with directives of the instructor, the referring Principal may assign the student additional days in detention, refer the student to the Alternative Learning Environment, or may suspend the student and/or recommend expulsion.

CORPORAL PUNISHMENT

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

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

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

Reasonable discipline may include the administering of corporal punishment to a student by a certified employee using sound discretion, provided that corporal punishment shall not be excessive or unduly severe.

The Board directs that corporal punishment will be administered according to the following requirements:

- This method may be used only after other alternatives, including but not limited to counseling, have failed or in unusual circumstances as deemed necessary by teachers or administrators.
- It will be administered in the presence of a licensed administrator.
- It will not be administered in the presence of other students nor in a spirit of malice or anger nor will it be excessive.
- Before corporal punishment is administered, the student should be advised of the rule and infraction for which he/she is being punished in the presence of the witness. If the student claims innocence, the certified employee will permit the student to state his/her position which shall be considered prior to punishment. School officials are not required to conduct formal hearings prior to corporal punishment.
- Refusal to take corporal punishment may result in suspension or other disciplinary measures.
- A written report shall be filed in the principal's office.
- Parents must be notified by phone or letter if corporal punishment is administered.

Act 904 of 1977 authorizes any teacher or principal to use corporal punishment in a reasonable manner against any pupil for good cause in order to maintain discipline and order within the public schools. In 1977, the U.S. Supreme Court held that spanking children as a means of maintaining school discipline did not constitute cruel and unusual punishment in violation of the Eighth Amendment of the U.S. Constitution.

SUSPENSION FROM SCHOOL

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

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

- Going to and from school or a school activity.

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

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

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

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

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

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

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

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

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

It is the responsibility of a student's parents-or legal guardians², person having lawful control of the student, or person standing in loco parentis responsibility to provide current contact information to the district, which the school shall use to immediately notify the parent, or legal guardian, person having lawful control of a student, or person standing in loco parentis upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:

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

The district shall keep a log of contacts attempted and made to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of OSS. In order to receive credit for work missed during OSS all work must be completed and turned in the day the student returns from suspension, no exceptions. A student that is suspended for a second time will not have the option to receive credit for work missed during the suspension period. The district will follow guidelines as required/permitted by the student's IEP or 504 plan.

During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program.³

During the period of their suspension, students serving in-school suspension shall not attend or participate in any school-sponsored activities during the imposed suspension.

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

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

When a student has been dismissed from 1 class, the student will be assigned to study hall for the remainder of the semester and receive an F for the class. The parent(s) of the student will be notified of this action. If a student is dismissed from two classes, the student will be suspended from school and a recommendation made to the superintendent of schools that the student be expelled for the remainder of the semester. The study hall to which the student has been assigned will be considered a second class.

EXPULSION

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

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

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

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

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

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

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

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

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

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

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

COMPLAINTS AND GRIEVANCES

If a student, teacher, school employee or the parent of a student involved in a disciplinary ruling wishes to contest a disciplinary ruling, he/she must state a complaint in writing to the school principal asking that the ruling be changed. If that fails, an appeal is possible to the superintendent and then to the board of education.

GROUP HEARINGS FOR SUSPENSION OR EXPULSION

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

- A. A single hearing will not likely result in confusion, and
- B. No student will have his/her interest substantially prejudiced or compromised by group hearing.

If during the hearing the president finds that a student's interest will be substantially prejudiced by the group hearing, a separate hearing may be ordered for that student.

DISCIPLINARY RECORD

A student and/or student's parent or guardian may challenge any part of a student's disciplinary record maintained by the school district on the grounds that it is an accurate record or that his/her conduct did not warrant the discipline assessed. The principal will receive any evidence tendered on behalf of the student on the issue and will make such other investigations as he/she deems necessary. If the record is found to be inaccurate, it will be corrected, or if it is found that the student's conduct did not warrant the discipline assessed, the record will be amended to reflect that finding. Except for expulsions, disciplinary actions will not be entered on the student's permanent record card. Individual records shall be treated as confidential and disclosed only with permission of the pupil if an adult; pupil's parent or guardian, if pupil is a minor; or under court order to public authorities requesting information in the course and scope of their legal duties.

DUE PROCESS

Every student is entitled to due process in every instance of disciplinary action for which the student may be subjected to penalties of suspension or expulsion.

1. Due process is afforded to students in disciplinary cases of same magnitude such as:
 - (a) suspension
 - (b) expulsion
 - (c) statements removed from students' records and

- (d) clearing one's reputation
- 2. The due process rights of students and parents are as follows:
 - (a) Prior to any suspension, the school principal or his/her designee shall advise the pupil in question of the particular misconduct of which he/she is accused, as well as the basis for such accusation.
 - (b) The pupil shall be given an opportunity at the time to explain his/her version of the facts to the school principal or his/her designee.
 - (c) Written motion of suspension and the reason(s) for the suspension shall be given to the parent(s) of the pupil.
 - (d) Any parent(s) or legal guardian of a pupil suspended shall have the right to appeal to the superintendent of schools. Discipline for IEP Students

IEP 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 free appropriate public education. The De Queen School District will adhere to guidelines established by IDEA.

TRANSPORTATION

All school buses are owned and operated by the School District. Transported students are under the supervision and authority of the bus driver and are responsible to the driver for their conduct.

Disciplinary problems created by transported students will be handled in the office of the principal. In the event of a serious infraction, the driver will notify the principal immediately after completing his/her route. Drivers will 1) notify the principal of the problem as soon as they get off the route; and 2) submit a discipline report to the principal by 8:00 a.m. Suspensions will be handled through the offices of the principal and/or the superintendent.

CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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

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. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

PASSENGER REGULATIONS

1. Students are reminded that the Code for Student Behavior, which is presented in the policy manual as well as this student handbook, is in effect during transportation to and from school.
2. Students are expected to conduct themselves in such a manner that they will not distract the attention of their driver or disturb other riders on the bus. They should keep their hands to themselves, attend to their own matters, let other riders alone, and be reasonably quiet. Students should stay seated while the bus is in motion and must not move while it is stopped except as the driver direct. Pupils are not to put their hands, arms, heads, or bodies out of the window. They are not to yell at anyone outside the bus.
3. Students are not to deface the bus or any school property by writing on the walls or seats, damaging the seats, etc. There is to be no eating, drinking, or use of tobacco or alcohol. Students are to keep the aisles of the buses clear of books, lunches, coats, etc. They should not put their feet in the aisles.
4. Students are not to tamper with any of the safety devices such as door latches, fire extinguishers, etc.
5. Students may not ride any bus except their own assigned bus. Visitors are not allowed except in case of an emergency. Permission must be secured from the transportation supervisor, administration, or teacher. Students should not ask to be discharged from the bus at any place other than their regular stop.
6. Students should be at the bus stop at the scheduled time and stand back about 10 feet from the bus stop and wait until the door is opened before moving closer to the bus. Students are encouraged not to play on the highway or road. Those who miss the bus should not attempt to hitch-hike a ride or walk to or from school.
7. While loading or unloading, students will enter or leave the bus orderly and quickly.
8. Students who must cross the road, street, or highway to enter the bus should wait on the correct side of the street or roadway to enter the bus. If they arrive at the stop just as the bus approaches the stop, they should wait until the bus has come to a complete stop and the driver has signaled that crossing is safe.
9. Passengers who must cross the roadway after leaving the bus in the afternoon must go to a point on the shoulder of the road 10 feet in front of the bus and cross the road only after the driver has signaled for them to do so.
10. Students are not to bring knives, weapons, or sharp objects of any kind onto the buses. Pets and other living animals will not be allowed.
11. No balloons or glass containers will be allowed on buses at any time. If a student has a ball of any type, it must be inside a bag and will not be played with on the bus.

PRIMARY AND ELEMENTARY SCHOOL CONSEQUENCES FOR BUS INFRACTIONS

The order of consequences for infractions of the bus rules by (K-5) Elementary School students follow:

- 1st infraction-1 day in D-Hall
- 2nd infraction-2 days suspension from bus
- 3rd infraction-5 days suspension from bus
- 4th infraction-10 days suspension from bus

5th infraction-suspension of bus transportation for the remainder of the year

Extreme discipline problems will result in modifications in the consequences at the principal's discretion.

MIDDLE SCHOOL, JUNIOR HIGH AND HIGH SCHOOL CONSEQUENCES FOR BUS INFRACTIONS

Bus infractions will result in progressive discipline.

BUS ROUTES

Buses shall be routed to provide the best service for the greatest number of students. Bus routes are planned to get at least within 1 mile of the home location of each student if other factors permit. No school bus shall deviate from its established route except on instructions from the superintendent, assistant superintendent, or supervisor of transportation. Buses on their regular routes will not stop for food or refreshments. The bus drivers are also not to arbitrarily reverse their routes unless there are extenuating circumstances.

STUDENTS' VEHICLES

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

Students are not permitted to loiter in parking areas and are not to return to their vehicles during the school day for any reason unless given permission to do so by school personnel. It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on a school campus will be held accountable for illegal substances or any other item prohibited by District policy found in their vehicle. The act of a student parking a vehicle on campus is a grant of permission for school or law enforcement authorities to search that vehicle.

COMPUTER USE POLICY

The De Queen School District makes computers and/or computer Internet access available to students, to permit students to perform research and to allow students to learn how to use computer technology. Use of district computers is for educational and/or instructional purposes only. It is the policy of this school district to equip each computer with Internet filtering software designed to prevent users from accessing material that is harmful to minors. For the purposes of this policy "harmful to minors" is defined as any picture, image, graphic image file, or other visual depiction that

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

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

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

No student will be granted Internet access until and unless a computer-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 computer use agreement is incorporated by reference into board policy and is considered part of the student handbook.

Student use of computers 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 computer use, including email, and that monitoring of student computer use is continuous. Students who misuse district-owned computers or Internet access in any way, including using computers except as directed or assigned by staff or teachers, using computers to violate any other policy or contrary to the computer use agreement, attempting to defeat or bypass Internet filtering software, or using the computers to access or create sexually explicit or pornographic text or graphics, will face disciplinary action, as specified in the student handbook and /or computer use agreement.

In an effort to help protect student welfare when they navigate the Internet, the district will work to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Student Email Permission Form

De Queen Public School District

De Queen Public School District has created email accounts for all students in grades 3-12 to allow for collaborative sharing using Google Apps for Education. These accounts will be used at school for school related projects but may be used outside of school for personal email by students with their parents' permission. The mastery of effective and proper email communications by students is included in the PreK-12 Instructional Technology Standards, in addition to allowing access to the wealth of collaborative tools available to students and teachers once these accounts are assigned.

No student will be assigned an email account without parental or guardian approval. The email naming convention will be firstname.lastnameXX@dequeenleopards.org . If students are not given email permission, they will still have access to the other features of Google Apps for Education (Google Docs and Google Calendar) under the dequeenleopards.org domain. As with any educational endeavor, we feel that a strong partnership with families is essential to a successful experience. Therefore, not only are we asking your permission to provide an email account to your child, but we would like to share the password so that you may participate in how your child uses this technological tool. Once the permission slip is returned, we will send a letter with the password and instructions on how to access the account. Please fill out and return the permission slip to your child's homeroom teacher by **August**

The De Queen Public School District encourages the use of student email as an effective and efficient way to improve communication between students, faculty members and administrative staff. The primary purpose of student email is to support teaching and learning. De Queen Email accounts are housed on a **Google** mail server, thereby giving student access to Google Docs (word processor, spreadsheet, and presentation software) and also allowing teachers and students to share information housed in these file areas with others.

1. Official Email Address

All students in grades K-12 will be assigned a dequeenleopards.org email account. This account will be considered the student's official De Queen Email address until such time as the student is no longer enrolled in De Queen Public Schools.

2. Prohibited Conduct

Student email may not be used in the following ways:

- Unlawful activities—including harassment and/or bullying
- Commercial purposes
- Personal financial gain
- False identity in email communications
- Misrepresentation of De Queen Public Schools
- Interference with De Queen Technology operations through
 - A. Electronic chain letters
 - B. Unsolicited electronic communications
 - C. Disruption of electronic communications

3. Access Restriction

Access to and use of student email is considered a privilege accorded at the discretion of De Queen Public School District. The District maintains the right to immediately withdraw the access and use of student email when there is reason to believe that violations of law or District policies have occurred.

- First violation: An oral and written notice will be sent to the parent and the child will lose privileges for a minimum period of 30 school days.
- Second violation: An oral and written notice will be sent to the parent and the child will lose privileges for a minimum period of 90 days.
- Third violation: An oral and written notice will be sent to the parent and the student will forfeit privileges for the remainder of their school career.

4. Security

De Queen Public School District cannot and does not guarantee the security of electronic files located on the Google Mail system. Although Google has a powerful content filter in place, the District cannot assure that users will not be exposed to unsolicited information.

5. Privacy

The general right of privacy will be extended to the extent possible in the electronic environment. De Queen Public Schools and all electronic users should treat electronically stored information in individuals' files as confidential and private. There is an acknowledged trade-off between the right of privacy of a user and the need of system administrators to gather necessary information to ensure the continued functioning of these resources. In the normal course of system administration, system administrators may have to examine activities, files, and electronic mail to gather sufficient information to diagnose and

correct problems with system software or hardware. Users of student email are strictly prohibited from accessing files and information other than their own. The District reserves the right to access the dequeenleopards.org Google Mail system, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

Please return the portion below ASAP.

Parent/guardian:

___ (YES) I give permission for my child to be assigned an email account.

___ (NO) I do not give permission for my child to be assigned an email account. They may have a Google Doc and Google Calendar account only.

Student Name: _____ Grade: _____

Parent Signature: _____

Student: I agree to adhere to the guidelines stated above for use of my Google App account. I also recognize that my parents/guardians have the right to login to my account at any time.

Student Signature: _____

If you have any questions or concerns, please feel free to call your child's school.

DE QUEEN PUBLIC SCHOOL DISTRICT STUDENT GOOGLE ACCOUNT GUIDELINES

Each student at De Queen Public School District has been issued a student Google account for educational purposes. These accounts will enhance student learning and implement the technology components of Common Core State Standards (CCSS). The accounts will give the students access to Google tools to aid in student collaboration, presentations, and research projects. These accounts come with certain student responsibilities. Students must adhere to all the technology and internet guidelines set forth in De Queen Student Handbook and Children's Internet Protection Act (CIPA): PL 106-554

Google Account/Email

- Students are provided a filtered/monitored email account by the school.
- Students are responsible for all email originating from their user account.
- Students will not identify their home telephone number or home address in any email correspondence.
- By utilizing an email account, the user authorizes designated system administrators access to the email.
- Emails will be made available to district, local, state, and federal officials in association with any investigation.
- Emails, stored data, transmitted data, or any other use of online services are not confidential and may be monitored at any time by designated staff to ensure appropriate use.

- (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. 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; or
 - (y) taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools.
 - (z) Installing or downloading software on district computers without prior 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 e-mail,

voice, and video transmissions, to ensure proper use of the system. The District may share such transmissions with the Student's parents/guardians.

7. No Guarantees: The District will make good faith efforts to protect children from improper or harmful matter which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.
8. Signatures: We, the persons who have signed below, have read this agreement and agree to be bound by the terms and conditions of this agreement.

Student's Signature: _____ Date _____

Parent/Legal Guardian Signature: _____ Date _____

STUDENT USE OF ARTIFICIAL INTELLIGENCE

Definitions

"Artificial Intelligence (AI) Tools" means Software applications or platforms that utilize machine learning algorithms to perform tasks typically requiring human intelligence, such as generating content, providing recommendations, or solving problems. For purposes of this policy, AI tools does not include the use of spell check or grammar check.

The purpose of this policy is to establish guidelines for the responsible use of AI tools by District students. The policy applies to all students enrolled in the District and covers the use of AI tools when completing District assignments or projects.

The district shall provide teachers and students resources and education on AI literacy and digital citizenship. The District shall establish a committee who shall be responsible for the review and selection of AI tools that shall be available for students to use. All AI tools selected by the committee shall comply with applicable state and federal data privacy laws. Students shall only use AI tools that were approved by the District committee for classroom assignments or projects.

Teachers are responsible for providing instructions on when and how AI tools may be used for classroom assignments. Students may use AI tools as approved by their classroom teacher to enhance learning and develop future-ready skills.

Students should use AI tools ethically and responsibly, aligning with the district's educational objectives, and in a manner that does not harm themselves or others. As part of using AI tools responsibly, students should be cautious about the information they provide to AI tools and consult with a teacher if unsure. At no time shall Students share personal, sensitive, or confidential information with AI tools, especially AI tools requiring data input.

When a student uses AI tools, a student shall:

1. Review and verify the accuracy of content that is generated by an AI tool;
2. Cite AI tools used as part of an assignment or project as a source, following District citation guidelines; and

3. Be transparent about their use of AI in completing assignments.

Students must ensure all submitted work is their own and properly acknowledge or cite any assistance from AI tools. Students are encouraged to ask questions if they are unsure about the acceptable use of AI tools.

The following actions regarding AI tools are strictly prohibited:

- Misuse of AI tools for cheating, plagiarism, or any form of academic dishonesty, including the submission of assignments that were fully generated by an AI tool and presented as original student work;
- Altering or falsifying academic documents or records using AI tools;
- Using AI tools to:
 - Gain unauthorized access to District systems; or
 - Bypass District security measures;
- Using AI tools to produce misleading or false information, imagery, or any form of false outputs about themselves, other students, or staff members.

Students should report any inappropriate content or security concerns encountered while using AI tools to a teacher or administrator.

Violations of this policy shall be handled in accordance with the District's disciplinary procedures.

RESOURCE OFFICERS

Two resources officers are cooperatively employed by the City of De Queen and the school district. These officers are a resource for the school, the students and the parents. The officers work interactively with students and teachers in an effort to maintain a safe and wholesome environment that is conducive to learning. They will be involved in law enforcement, instruction and counseling.

SCHOOL NURSE

The school nurse is responsible for the maintenance of health records; parental contact concerning health problems, vision, hearing, and scoliosis screening as appropriate. The nurse will administer first aid and minor treatments for students, and first aid for staff in case of emergencies. Please be sure to contact the school nurse if your child has any unusual health problems. Please call the school nurse at 1-870-642-4272 (Grades 6 through 12), 870-584-4311 (Grades 3-5), 870-642-3100 (Grades K-2) if your child is absent from school due to a communicable disease. The school nurse will be on call for any emergency which occurs regarding student health.

COMMUNICABLE DISEASES AND PARASITES

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

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any blood-borne, food-borne, 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 from school as soon as possible. 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.

STUDENT MEDICATIONS

Prior to the administration of any medication to any student under the age of eighteen (18), written parental consent is required. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy. All signed medication consent forms are to be maintained by the school nurse.

Unless authorized to self-administer, students are not allowed to carry any medications, including over-the-counter medications or any 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-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, 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 over-the-counter medications to the extent giving such medications are included in the student's IHP.

Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes **only** to the extent the student's doctor has specifically authorized such attendance and participation. A doctor's prescription for a student's Schedule II medication is **not** an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall **not** be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

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

Students who have written permission from their parent or guardian and a licensed health care practitioner to self-administer either a rescue inhaler, nasal spray epinephrine, or auto-injectable epinephrine, or both and 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. Students are 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 or auto-injectable epinephrine, or both does not require him/her to have

such on his/her person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, **nasal spray epinephrine**, or auto-injectable epinephrine, or both on his/her person shall provide the school with the appropriate medication which shall be immediately available to the student in an emergency.

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

1. an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of Glucagon in emergency situations; and
2. a current, valid consent form on file from their parent or guardian.

Emergency Administration of Epinephrine

The school nurse or other school employees designated by the school nurse as a care provider who have been trained¹ and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of an epinephrine auto-injector in emergency situations.

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

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

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

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

Seizure Disorder Medications

Students who have been diagnosed with a seizure disorder shall have a seizure action plan that shall be a written IHP designed to acknowledge and prepare for the healthcare needs of the student. The student's

seizure action plan shall be created in collaboration between District staff and the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis or the student if over eighteen (18). As part of the creation of the student's seizure action plan, the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall:

1. Provide the school with written authorization to administer the seizure medication at school;
2. Provide a written statement from the student's healthcare provider that shall contain the following information:
 - The student's name;
 - The name and purpose of the medication;
 - The prescribed dosage;
 - The route of administration;
 - The frequency that the medication should be administered; and
 - The circumstances under which the medication should be administered;
1. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact, which shall be stored in a safe and secure location accessible only by District personnel or volunteers with training to administer seizure medication.

The written authorization, written statement, and seizure action plan shall be kept on file in the office of the school nurse or school administrator and distributed to any school personnel or volunteers responsible for the supervision or care of the student.

MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for the current 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, possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

I hereby authorize the school nurse or his/her designee to administer the following medications to my child.

Name(s) of medication(s) _____

Name of prescribing health care provider _____

Dosage _____

Instructions for administering the medication _____

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 medications in accordance with this consent form.

Parent or legal guardian signature _____

Date _____

MEDICATION SELF-ADMINISTRATION FORM

Student's Name (Please Print)

This form is good for the current 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 a licensed health-care provider who has prescriptive privileges that the health care provider has prescribed the rescue inhaler, auto-injectable epinephrine, and/or nasal spray epinephrine for the student and that the student needs to carry the medication on the student's 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, auto-injectable epinephrine, and/or nasal spray epinephrine.

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

Rescue inhalers, auto-injectable epinephrine, and/or nasal spray 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, or nasal spray epinephrine shall also provide the school nurse with a rescue inhaler, an epinephrine auto-injector, and/or nasal spray epinephrine 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 ADMINISTRATION AND CARRY CONSENT FORM

Student's Name (Please Print) _____

This form is good for the current 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 a Section 504 plan acknowledging that my child has been diagnosed as suffering from diabetes. The 504 plan authorizes the school nurse or, in the absence of the nurse, trained volunteer district personnel, to administer Glucagon in an emergency situation to my child.

I hereby authorize the school nurse or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer Glucagon to my child in an emergency situation. Glucagon shall be supplied to the school nurse 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, 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 in accordance with this consent form and the 504 plan.

Parent or legal guardian signature _____

Date _____

EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for the current 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 or nasal spray epinephrine to administer epinephrine in emergency situations when the individual 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, 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 _____

STUDENT ILLNESS/ACCIDENT

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

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

PHYSICAL EXAMINATIONS OR SCREENINGS

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

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

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

OBJECTION TO PHYSICAL EXAMINATIONS OR SCREENINGS

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to 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

Comments:

—

Name of student (Printed)

Signature of parent (or student, if 18 or older)

Date form was filed (To be filled in by office personnel)

CAFETERIA PROGRAMS

School breakfasts and lunches will be made available to all students in the school cafeteria. Breakfasts and lunches served will fulfill the guidelines established by the National School Lunch Program. All students have access to a free breakfast and lunch.

Charge Policy

The De Queen School District recognizes that students, 1) need healthy school meals to stay focused during the school day, and 2) the importance of maintaining the financial integrity of the Child Nutrition Department by receiving timely payments for meals served.

We serve meals that meet federal meal patterns. This does not include extras or a la carte items. There is a \$15.00 charge limit on student accounts, that is only for reimbursable meals, excluding a la carte items. If your child reaches their limit, you will be contacted by mail or phone. You may put money on their account by using the EZschoolpay.com app or send money with your child to turn into the cafeteria.

Meal Benefit Eligibility to receive free or reduced prices meals and/or snacks under CFR part 245 is based on the following determinations: 1) Household income, and/or 2) Qualifications of Supplemental Nutrition Assistance Program (SNAP), or other approved programs such as homeless, migrant, runaway, foster child, or enrollment in a state funded preschool.

Students who were eligible for prior year benefits will continue to be eligible for 30 operating days from the first day of school the following school year. After 30 operating days, if no new determination is made, the student will return to full paying status.

ON LINE PAYMENTS

We now have on line payment service. The student/students ID number will be needed to set up an account. You will be able to pay for all children and view their accounts. Parent can go to the school web site at www.dequeenleopards.org under Food Service and there will be a link for the EZ school payment option. Payments can also be made at the cafeteria or Food Service Directors office at the Administration office building.

SCHOOL LUNCH SUBSTITUTIONS

The district only provides substitute meal components on menus to accommodate students with handicapping conditions meeting the definition of a disability as defined in USDA regulations. A parent/guardian wishing to request such a dietary accommodation must submit a Certification of Disability for Special Dietary Needs Form completed by a licensed physician to the district's Director of Child Nutrition, Lisa Atkins.

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

FOOD SERVICE PREPAYMENT

The district does not offer credit for food items purchased in the school cafeteria; payment for such items is due at the time the food items are received. Parents or students choosing to do so may pay weekly or monthly in advance for students' meals.

FOOD DELIVERIES

We have a closed campus that states no food deliveries are allowed for lunchtime. You may bring your lunch from home or eat in the cafeteria.

RESCHEDULING ACTIVITIES

Rescheduling of any event must have the approval of the principal. When an event or activity is rescheduled on a date when a previous event has been scheduled, the event previously scheduled has priority for student participation.

ATHLETICS AND OTHER EXTRACURRICULAR ACTIVITIES

De Queen Public Schools will emphasize academics with athletics and non-athletic organizations complementing the academic program. Athletics and other extracurricular activities are to be considered a privilege and not an inherent right of the student. These activities are an extension of the classroom education of the students of De Queen. When students participate in athletics or other extracurricular activities, students are representing De Queen Public Schools and must conduct themselves in a manner that reflects favorably upon the school. Participation in extracurricular activities

will require adherence to state/national guidelines as well as to any additional requirements approved by the De Queen School Board. All extracurricular activities must adhere to the AAA guidelines.

Every effort will be made to limit the disruption of instructional time. All students at De Queen Primary and De Queen Elementary School are encouraged to participate in extracurricular activities as long as the eligibility requirements for the individual activity or club are met. However, participation may be denied for safety or disciplinary reasons (such as suspensions) at the discretion of the teacher and/or principal. Extracurricular activities require extra rules as follows:

1. Ninth graders may not participate in senior high sports unless their age has made them ineligible to participate in junior high sports. All students in grades 7 & 9 must participate at grade level for the duration of the season. After the season is complete, they may participate at the higher level with the coach's permission. Ninth grade students may participate in any senior high sport if there is not a junior high team in that sport. (tennis, golf, baseball, soccer, and softball,).
2. Students must attend at least four consecutive class periods the day of an extracurricular activity or event, including practice, in order to participate in that event unless the absence has been approved by the principal. The absence must be an excused absence.
3. Administrators and teachers exercise the same authority over students at these activities as at school, and students must respect authority.
4. Unsportsmanlike conduct of students at extracurricular activities will not be tolerated, and offending students may lose their right to participate in or attend future activities.
5. If transportation to activities is provided by the school, students will be required to use that transportation. Students may ride with parents or legal guardians only if prior arrangement is made with the principal, coach, or teacher involved in the activity. After the activity, the only way they may be released is by parent or legal guardian in person. Students who change campuses for school activities during the school day will be transported by bus, unless special permission has been obtained from school authorities. Students who do not have personal transportation may not ride with other students without prior approval from the teacher/sponsor and principal.
6. Students' regulations on drugs, alcohol, behavior, etc., apply to all extracurricular activities.
7. Extracurricular activities require extra effort and sometimes extra discipline on the part of the student because of the demands made upon the student by rules of the coaching or sponsoring staff and the stress of the activities. Students should make themselves aware of these demands and be prepared to make required personal adaptations before participating in athletic or extracurricular activities.
8. The importance of a weight program cannot be stressed enough in the De Queen athletic program. Therefore, it is mandatory that athletes involved in the five major sports (football, basketball, track, soccer, and baseball) be involved in an off-season weight program. This will include grades 8-12. The athletic director will coordinate these programs in all sports.

*See the athletic policies posted on the website for more information.

Extracurricular Activity Eligibility Policy – Attendance Requirement

Policy Statement

Regular school attendance is essential to student academic success and participation in extracurricular activities. Participation in extracurricular activities is a privilege, not a right. Students are expected to maintain consistent attendance in order to remain eligible.

Eligibility Standard

Any student who accumulates **seven unexcused (7) absences during any period of a semester** will become **immediately ineligible** to participate in any school sponsored extracurricular activities in which they are currently involved. Absences include time missed during **any period of the school day**.

Extracurricular activities include, but are not limited to:

- Athletics
- Band and Choir
- Clubs and Organizations
- Cheerleading
- Student Council
- Academic Teams
- School-sponsored performances or competitions
- Any school-sponsored trips
- Homecoming activities
- School Pageant
- Prom

Effective Date of Ineligibility

Ineligibility will begin on the school day following the student's seventh **unexcused** absence. The student may not participate in practices, competitions, performances, meetings, events or any school sponsored activity during the period of ineligibility. The period of ineligibility will run through the semester for which the student accumulates seven unexcused absences.

Duration of Ineligibility

The student will remain ineligible for a minimum of ten (10) consecutive school days and until the attendance record is reviewed and cleared by administration.

Appeal Process

A student may appeal the loss of eligibility under the following conditions:

1. A written appeal must be submitted to the building principal within three (3) school days of notification of ineligibility.
2. The appeal must include documentation explaining the absences (e.g., medical documentation, court documents, or other verified circumstances).

3. An Attendance Review Committee consisting of principals, assistant principal's counselors will review the appeal within five (5) school days of submission.
4. The committee may:
 - o Uphold the ineligibility,
 - o Reinstate eligibility conditionally (with attendance probation requirements), or
 - o Reinstate full eligibility if absences are deemed extenuating and appropriately documented.

The committee's decision will be final.

Exceptions

Verified medical emergencies, long-term medical conditions, or other administrative-approved circumstances may be exempted from counting toward the seven-day limit at the discretion of the principal.

Notification

Parents/guardians will receive written notification once a student reaches four unexcused (4) absences and again upon reaching seven unexcused (7) absences.

Acknowledgment of Receipt and Understanding

By signing below, we acknowledge that we have read, understand, and agree to comply with the De Queen School District Extracurricular Eligibility Policy – Attendance Requirement.

Student Name (Printed): _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____ Date: _____

Administrator Name (Printed): _____

Administrator Signature: _____ Date: _____

This policy is intended to promote student accountability while providing a fair appeal process for extenuating circumstances.

HOMECOMING

Definition of homecoming:

An annual celebration for the current students and alumni at De Queen High School.

Traditional aspects of homecoming:

Homecoming at De Queen High School is traditionally celebrated during fall semester at a home football game in September or October. This is traditionally a formal event. It is traditional that senior football players walk homecoming court maids during an afternoon ceremony and pep rally, and homecoming court maids are walked by a family escort in the evening ceremony before the football game. The queen is traditionally crowned by the De Queen Athletic Booster Club president and given flowers by the previous year's homecoming queen.

The Homecoming Court will consist of the following:

1 Queen

2 Junior Maids

2 Sophomore Maids

Senior maids will be determined by the number of senior football players on the team.

Selection of Maids:

The DHS football team will choose the Queen. The Queen will be a senior girl.

Two maids from each class (junior and sophomore) will be chosen by class vote. All girls will be voted on. A class list will be provided. The top two totals will be maids that meet all criteria.

Senior maids will be determined by a vote of the senior class based on the number of seniors on the football team. The top totals will be maids that meet all criteria.

All girls will have the opportunity before voting to remove their name from the ballot by completing a removal of name form and turning it into the office before a designated deadline.

Criteria for participating in Homecoming:

Academics:

All participants will have a minimum of the following credit hours and GPA:

6 credits for Sophomore

12 credits for Junior

18 credits for Seniors

GPA must be a 2.0 or higher based on previous semester

Attire:

All participants will be required to abide by the attire criteria for the event.

Girl: The Queen will wear a white formal dress and all maids will wear a formal dress the color of their choosing except white or shades of white. All dresses will be school appropriate.

Boys: All boys will wear matching black tuxedos which will be ordered from the same vendor to assure same attire.

All participants are financially responsible for own attire.

PARTICIPATION IN THE JUNIOR-SENIOR PROM

To participate in the traditional event of the Junior-Senior Prom, a student must be considered a full-time junior by the end of the fall term. Only full-time members of the current junior and senior classes at De Queen Schools may attend the prom.

Attire

Men (gender appropriate by birth certificate)

Tuxedos, khakis, jeans and a nice shirt

Ladies (gender appropriate by birth certificate)

Dresses or pants/tops

As with any recommendations, we will be reasonable in our interpretation, but we want you to know that if a student is dressed inappropriately the student will **not be allowed to attend.**

DE QUEEN MISS HIGH SCHOOL PAGEANT

The Miss De Queen High School Pageant has been a tradition started in 1978. It is an activity with tradition and history that has been enjoyed for decades. All young ladies (gender appropriate from birth certificate) are invited to participate and are under the rules set forth by De Queen School Board as well as the administration. There will be an additional packet given by the junior/senior sponsors (approved by the principal) for the girls to follow.

SENIOR TRIP INFORMATION

In order to include a class day trip in their annual activities, the senior class must submit a proposal for the trip, including budget, to the De Queen School Board for approval. The class must have sufficient funds in the school account to meet its budget. If the funds are not sufficient, the senior trip will be canceled for the year, and an executive committee of the class will make decisions regarding existing funds. Only those eligible to take part in graduation as determined at the end of the fall semester are

eligible to go on the class day trip. Early graduates will not be allowed to go on the senior trip. A student that has been suspended during their senior year may not attend the senior trip on De Queen transportation.

OUT OF STATE GROUP TRAVEL

Groups or teams that qualify for national events based on their merit and performance at the state level will be automatically supported by the district (EX. State winning land judging team that qualifies for national competition.)

Any other group travel that desires to travel outside the state of Arkansas will follow the following guidelines:

- The sponsor will present the proposed trip to the board for approval.
- The group will need to have student's involved in fundraising to help with trip costs.
- The trip needs to be a "one time during high school basis about every three years".
- The groups shall only consist of the students actively involved and participating in the trip performance.
- It is recommended that the number of chaperones be kept to what is needed and that they be school employees. Female chaperones are needed if traveling with female students.
- It is recommended that these types of trips occur outside of the 178-day instructional calendar. Spring Breaks and during the summer when school is out is an ideal time for these types of trips.
- The itinerary needs to only have 1-2 days of fun "sightseeing types of days". The majority of the itinerary should be for travel to the out of state activity and performance at the location.

Arkansas Course Choice Program

District students in grades six through twelve (6-12) are eligible to take courses through the Arkansas Course Choice Program (ACCP) if the student is:

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

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

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

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

1. Required assessments, including without limitation:
 - a. Statewide assessments;

- b. Advanced Placement; and
 - c. International Baccalaureate;
 2. Participation in extracurricular or cocurricular activities; and
 3. Special education services pursuant to the student's individualized education program.
- Credits earned through the ACCP shall appear on a student's official transcript and count fully towards the student's graduation requirements.

STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

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

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

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

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

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

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

STUDENT NAME, TITLE, OR PRONOUN

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

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

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

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

ANTISEMITISM PROHIBITED

“Antisemitism” means a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. Antisemitism may be expressed in speech; writing; visual forms; and actions, and employs sinister stereotypes and negative character traits.

The following are examples of actions, when taken as a whole, that may constitute antisemitism:

- The targeting of the state of Israel, conceived as a Jewish collectivity;
- Charging Jews with conspiring to harm humanity;
- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion;
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions;
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews;
- Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust);
- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust;
- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations;
- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor;
- Applying double standards by requiring of Israel a behavior not expected or demanded of any other democratic nation;

- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis;
- Drawing comparisons of contemporary Israeli policy to that of the Nazis; or
- Holding Jews collectively responsible for actions of the state of Israel.

Antisemitism does not include criticism of Israel similar to the criticism leveled against any other country.

Discrimination and harassment based on antisemitism is expressly prohibited.

The District shall appoint an individual to act as the District's Title VI Coordinator, who shall be responsible for investigating any complaints of discrimination or harassment based on antisemitism. The District shall:

1. Include contact information for the Title VI Coordinator in information that is provided to staff, students, and parents; and
2. Provide the following on the District website that may be accessed through a link titled "Antisemitism/Title VI":
 - a. The District's definition of antisemitism;
 - b. A statement that antisemitism is prohibited in the District's educational programs and activities;
 - c. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
 - d. Contact information for the District's Title VI Coordinator; and
 - e. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

A student or a student's parent may contact the District Title VI Coordinator directly with any complaints of discrimination or harassment based on antisemitism. District employees are responsible for timely notifying the District Title VI Coordinator of any complaints they receive or incidents they witness of discrimination or harassment based on antisemitism.

Complaints of discrimination or harassment based on antisemitism shall be investigated and handled in accordance with Policy 6.7—COMPLAINTS.

A student who is found to have violated the provisions of this policy may be subject to discipline, up to and including expulsion.

The District Title VI Coordinator shall report an incident or complaint of discrimination or harassment under this policy to the Arkansas Department of Education Title VI Coordinator.

In addition to the filing of a complaint under this policy, complaints of discrimination or harassment based on antisemitism may be submitted directly to the Title VI Coordinator at the Arkansas Department of Education.

Nothing in this policy shall be construed to diminish or infringe upon any right protected under the First Amendment to the United States Constitution or Arkansas Constitution, Article 2, §§ 4, 6, and 24.

STUDENT HANDBOOK

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

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

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.