

# **ENGLAND HIGH SCHOOL**



## **Student Handbook 2025-2026**

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## **ENGLAND SCHOOL DISTRICT BOARD OF DIRECTORS**

Jim Cheek - President  
Scott Cheek- Vice President  
Dylan Tye - Secretary  
Linda Tucker - Member  
Bobby Jones - Member  
Joey Adams - Member  
Patricia Carter-Lewis - Member

### **SUPERINTENDENT**

Dr. Judy Hubbell

### **HIGH SCHOOL PRINCIPAL**

Trent Morgan, Principal of Student Services  
Brittney Robinson, Principal of Teaching & Learning

### **ALMA MATER**

Keep our dear old colors flying,  
The purple and the gold.  
Never give up, keep on trying,  
As in days of old.  
Win for dear old Alma Mater,  
And keep our name on high.  
We will sing and fight together,  
So our name will never die.

### **ACCREDITATION**

England High School is fully accredited by the State Department of Education. The Board of Directors, the superintendent and the faculty are working cooperatively to improve the quality of the educational program and maintain the rating.

## **SECTION 1: GENERAL INFORMATION**

### **1.1 ENGLAND HIGH SCHOOL MISSION STATEMENT**

England High School is dedicated to the development of best practices for curriculum, instruction, assessment, and supervision that creates success for all learners.

### **1.2 ENGLAND HIGH SCHOOL VISION STATEMENT**

Preparing our students for a brighter future through the development of the best curriculum with the best teachers and leaders.

### **1.3 SCHOOL COLORS AND EMBLEM**

The colors of the England School District are purple and gold, and the emblem is a lion. The name LION is applied to all athletic teams, and the yearbook.

### **1.4 STUDENT HANDBOOK**

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

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

Principals and counselors shall also review Policies<sup>1</sup> 4.5—GRADUATION REQUIREMENTS and the current DESE Standards for Accreditation Rules to ensure that there is no conflict. If a conflict exists, the Principal and/or Counselor shall notify the Superintendent and Curriculum Coordinator immediately, so that corrections may be made and notice of the requirements given to students and parents.

### **1.5 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 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 the policy 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).

Legal Reference: A.C.A. § 6-18-201  
A.C.A. § 6-18-207

## 1.6 EQUAL EDUCATIONAL OPPORTUNITY

No student in the England School District shall be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District on the basis of color, religion, national origin, sex, age, or disability.<sup>1</sup> The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.<sup>2</sup>

Inquiries on non-discrimination may be directed to:

Coordinator: Title VI - [titlevicoordinator@englandlions.net](mailto:titlevicoordinator@englandlions.net), 501 Pine Bluff Highway, England, AR 72046, Telephone 501-842-2031.

Coordinator: Title IX - [titleixcoordinator@englandlions.net](mailto:titleixcoordinator@englandlions.net), 501 Pine Bluff Highway, England, AR 72046, Telephone 501-842-2031.

Coordinator: Section 504 - [504coordinator@englandlions.net](mailto:504coordinator@englandlions.net), 501 Pine Bluff Highway, England, AR 72046, Telephone 501-842-2041.

Coordinator: Standard XV - [standardxvcoordinator@englandlions.net](mailto:standardxvcoordinator@englandlions.net), 501 Pine Bluff Highway, England, AR 72046, Telephone 501-842-2996.

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

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

### 1.6.1 STUDENT NAME, TITLE, OR PRONOUN

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

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

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

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

Legal Reference: A.C.A. § 6-1-108

### 1.6.2 STUDENT USE OF MULTIPLE OCCUPANCY ROOM

#### Definitions

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

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

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

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

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

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

Legal References: A.C.A. § 6-21-120

Division of Elementary and Secondary Education Rules Governing Public School Policies Relating to Overnight Travel and Use of Public School Lavatories

## 1.7 RESIDENCE REQUIREMENTS

### Definitions:

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

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

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

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

"Residential address" means the physical location where the student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis reside. A student may use the residential address of a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis only if the student resides at the same residential address and if the guardianship or other legal authority is not granted solely for educational needs or school attendance purposes.

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

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

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District's schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance. However, a student previously enrolled in the district whose parents move the student into another

district or who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools.<sup>2</sup> A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.<sup>3</sup>

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

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

Legal References:       A.C.A. § 6-4-302  
                              A.C.A. § 6-18-202  
                              A.C.A. § 6-18-203  
                              A.C.A. § 6-28-108  
                              A.C.A. § 9-28-113

### 1.8. 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 1.7—RESIDENCE REQUIREMENTS);
- B. Meet the criteria outlined in Policy:
  - a. 1.11—HOMELESS STUDENTS; or
  - b. 1.12—STUDENTS WHO ARE FOSTER CHILDREN;
- C. Be accepted as a transfer student under the provisions of policy 1.9; or
- D. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 1.10.

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 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.<sup>1</sup>

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
  - a. A birth certificate;
  - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
  - c. An attested baptismal certificate;
  - d. A passport;
  - 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.<sup>3</sup>
4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

### **Uniformed Services Member's Children**

For the purposes of this policy:

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

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

"Deployment" means a period of time extending from six (6) months before a member of the uniformed services' departure from their home station on military orders through six (6) months after return to the Uniformed Services 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 severely 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”<sup>4</sup> means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

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

The superintendent shall designate an individual as the District’s military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child’s parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District’s military education coordinator shall 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’s 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. 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;
4. Be provided services comparable to those the student with disabilities received in the student’s previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
5. 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;
6. 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;
7. 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:
  - Career-ready pathways and other academic or education programs offered;
  - Required academic courses for each curriculum and elective course options;
  - 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
  - Contact information for the designated military family education coordinator and the Purple Star School program military family education facilitator, if applicable; and
  - 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.<sup>6</sup>

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

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

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

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

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

## 1.9 STUDENT TRANSFERS

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

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

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

The Board 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.<sup>2</sup> The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

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

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

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.<sup>3</sup>

Except as otherwise required or permitted by law,<sup>4</sup> the responsibility for transportation of any nonresident student admitted to a school in this District shall be borne by the student or the student's parents. The District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

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

## **1.10 SCHOOL CHOICE**

### **Exemption**

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

### **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:

- This 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 (15<sup>th</sup>) 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:

- The day the District provides notification to the student of the student's acceptance; or
- 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 days<sup>7</sup> 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.<sup>7</sup>

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, 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.<sup>8</sup>

An application may be provisionally rejected if it is for an opening that was included in the District's capacity resolution, but was provisionally filled by an earlier applicant. 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<sup>9</sup>**

Unless there is a lack of capacity<sup>495</sup> at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District<sup>9</sup> or from the student's resident district into the District if:

- Either:
  - The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
  - The student's assigned school has a rating of "F"; and
- Except for students who are transferring under Uniformed Service Member Dependents School Choice, the student's parent, guardian, or the student if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer by no earlier than January 1 and no later than 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.<sup>4410</sup> 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.<sup>4211</sup>

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

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

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

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.<sup>4912</sup>

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

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

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

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

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

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

A student's parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student shall submit a school choice application by mail, e-mail, or in person to the student's 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:

1. The District superintendent for students transferring within the District; or
2. 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.

Legal References:      A.C.A. § 6-1-106  
                                 A.C.A. § 6-13-113  
                                 A.C.A. § 6-15-2915  
                                 A.C.A. § 6-18-227  
                                 A.C.A. § 6-18-233  
                                 A.C.A. §6-18-320  
                                 A.C.A. § 6-18-510  
                                 A.C.A. § 6-18-1901 et seq.  
                                 A.C.A. § 6-21-812  
                                 DESE Rules Governing Public School Choice

### **1.11 HOMELESS STUDENTS**

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

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

To the extent possible, the LEA liaison and the building principal shall work together to ensure no homeless child or youth is harmed due to conflicts with District policies solely because of the homeless child or youth's living situation; this is especially true for District policies governing fees, fines, and absences.<sup>1</sup>

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

For the purposes of this policy “school of origin” means:

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

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

1. Continue the child's or youth's education in the school of origin for the duration of homelessness:
  - a. In any case in which a family becomes homeless between academic years or during an academic year; and
  - b. For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
2. Enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

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

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

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

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

The District shall be responsible for providing transportation for a homeless child, at the request of the parent or guardian (or in the case of an unaccompanied youth, the LEA Liaison), to and from the child's school of origin.<sup>2</sup>

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

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

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

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

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

## **1.12 STUDENTS WHO ARE FOSTER CHILDREN**

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

The Superintendent or the superintendent's 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.<sup>1</sup>

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in the foster child's school of origin, even if a change in the foster child's placement results in a residency that is outside the district. In such a situation, the District will work with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.<sup>2</sup>

Upon notification to the District's foster care liaison by a foster child's case worker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must immediately enroll the foster child. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.<sup>3</sup>

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.<sup>4</sup>

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

### **Foster Child School Choice**

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall

allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than June 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

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

The District shall only reject a Foster Child School Choice application if:<sup>5</sup>

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

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

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

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

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

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

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

### **1.13 SPECIAL EDUCATION**

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

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

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

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

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities.<sup>1</sup> Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

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

#### **1.14 ENGLISH LANGUAGE LEARNERS**

The district shall utilize the special needs funding it receives for identified English Language Learners on activities, and materials listed in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The expenditures of ELL supplemental funding shall be evaluated at least annually to determine their overall effectiveness. The evaluation shall specifically address how the use of ELL funds is in alignment with the district's district strategic plan in addressing identified achievement gaps and student performance deficiencies.

Legal References:       A.C.A. § 6-20-2305(b)(3)  
                              A.C.A. § 6-15-426(f)  
                              DESE Rules Governing Student Special Needs Funding - 3.09, 5.00, and 8.00  
                              Standards For Accreditation 2-J.2

#### **1.15 CLOSED CAMPUS**

The England High School campus will be closed from the time the student arrives and during the time school is in session. Students will not be permitted to leave campus during the school day. All visitors must report to the principal's office and be granted permission to receive a visitor's pass.

Parents/guardians may drop off lunches for 7-9 grade before 10:40am, and 10-12 grade lunches need to be dropped off before 11:15am. Students will not be allowed to pick up lunches after designated time due to interrupting instructional time.

Parents must come to the office or call to check their child out of school. Students will not be allowed to check out of school on their own recognizance. Students may check out between classes with signed documentation or phone verification from parent/guardian. Students checked out during the day should check out **between** classes. When students return to campus after an absence, they **must** check in at the office. In order for a student to return to school, they must provide documentation for the reason they were checked out, such as a doctor's note, in order to be able to return to school. For a student to be checked out of school by anyone other than the Parent/Guardian, prior authorization must be on file in the office.

## **1.16 VISITORS TO THE SCHOOLS**

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 1.16.

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

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

England High School has the right to ask disruptive visitors to leave the school. The Principal is authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave voluntarily.

### **1.16.1 CONTACT WITH STUDENTS WHILE AT SCHOOL**

#### **CONTACT BY PARENTS**

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

#### **CONTACT BY NON-CUSTODIAL PARENTS**

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

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

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

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

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

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

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

### **CONTACT BY PROFESSIONAL LICENSURE STANDARDS BOARD INVESTIGATORS**

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

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

### **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.

#### **1.17 SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)**

England High School shall work with area law enforcement in a manner consistent with applicable state law and Arkansas Department of Education Regulations to communicate the presence of a sexual offender. When necessary, law enforcement may contact building principals and give them information concerning registered sex offenders. The decision regarding which school principals to notify rests solely with law enforcement officials who use a rating system to determine those needing to be notified according to the offender's dangerousness to the community.

The principal should notify any person who, in the course of their employment, is regularly in a position to observe unauthorized persons on or near the school's property. Those notified could include employees such as aides, bus drivers, coaches, maintenance staff, professional support staff, school level administrative staff, security personnel, teachers' assistants, and teachers.

It is important that school personnel receiving notice understand that they are receiving sex offender notifications in their official capacity and are **not** to disseminate information about an offender to anyone outside the school. If school personnel are asked about notification information by an organization using school facilities, they should be referred to the area law enforcement agency that issued the notice.

Persons **not** to be notified except at the specific discretion of area law enforcement officials include members of parent-teacher organizations, other schools, organizations using school facilities, students, parents or guardians of students, and the press. Personnel may inform the press about procedures which have been put in place and other general topics, but may not reveal the name or any other specifics regarding an offender.

A parent or guardian who is a Level 1 or Level 2 sex offender shall be allowed to enter the school campus to attend parent-teacher conferences or any other activity which is appropriate for a parent or guardian, or community member.

Level 3 and Level 4 sex offenders may only enter the school campus in the following instances:

1. The offender is a student attending school in the district;
2. To attend a graduation or baccalaureate ceremony, or a school sponsored event for which an admission fee is charged or tickets are sold or distributed;

3. It is a non-student contact day according to the school calendar or no school-sponsored event is taking place on campus;
4. The offender is a parent or guardian of a student enrolled in the district and goes directly to the school office to have school personnel deliver medicine, food, or personal items for the student;
5. The offender is a parent or guardian of a student and enters the school campus to attend a scheduled parent-teacher conference **and** the offender is escorted to and from the conference by a designated school official or employee.

A Level 3 and Level 4 sex offender who is the parent or guardian of a child enrolled in the district and who wishes to enter the school campus in which the student is enrolled for any other purpose than those listed above, must give reasonable notice to the school principal or his/her designee. The principal or designee may allow the sex offender to enter upon the campus provided there is a designated school official or employee to escort and supervise the sex offender while they remain on campus. The sex offender shall not enter upon the school campus until such time as a designated school official or employee is available.

Copies of the notification from law enforcement should be kept in a secure place accessible to teachers and staff, but should not be posted on school bulletin boards or made available to students or members of the community at large.

Legal References:       A.C.A. § 12-12-913 (g)(3)  
                                   Arkansas Department of Education Guidelines for “Megan’s Law”  
                                   A.C.A. § 5-14-131

**1.18 RELATIONS WITH SCHOOL SUPPORT ORGANIZATIONS**

The Board recognizes and values the many contributions support organizations make to the District’s schools. Parent/teacher organizations and booster clubs work to augment and strengthen the District’s educational and extracurricular objectives through the goods and services they provide.

Groups wishing to be recognized as a support organization must have open membership and have their by-laws approved by the school principal, the Superintendent, and the Board. School personnel shall assist approved booster organizations in their efforts to the extent practicable. Meetings of such organizations, cleared through the principal, shall not be subject to school use fees. School staff members are encouraged to attend and participate.

Fund-raising activities are to be approved in advance by the principal or his/her designee. Prior to the donation of equipment and/or supplies to the school, the organization should seek the advice of the principal to help ensure the compatibility of the donation with present school equipment. All equipment donated to the District becomes the property of the District.

**1.19 PUBLIC GIFTS AND DONATIONS TO THE SCHOOLS**

The District and the Board of Education may receive monetary gifts or donations of goods or services which serve to improve or enhance the goals of the District. Any gifts to the District become the property of the District and are subject to the same regulations as any other District owned property.

It is a breach of ethical standards and a violation of Arkansas law for any Board member, administrator, or District employee to, in any manner, receive a gift in return for employment, or to influence the award of any contract or transaction with the District. Prior to accepting any gift or donation in the name of a school or the District, all personnel shall examine the “reasonableness” of the gift against its potential for real or perceived violation of the aforementioned ethical standards.

The Board reserves the right to not accept any gift or donation that would not contribute to the attainment of District goals or that would obligate the District to unacceptable outlays of District resources. The administration shall present for Board consideration and approval any gifts or donations they deem could so obligate the District.

The Board will strive to honor the donor’s intent regarding gifts earmarked for a specific purpose. Laws and districts’ needs change with time and the District reserves the right to adjust the use of any gift to meet current needs of the educational program.

Legal References:       A.C.A. § 6-24-110  
                                   A.C.A. § 6-24-112

**1.20 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.
6. Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.

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

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

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

## **1.21 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 parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty five (45) days<sup>1</sup> of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

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

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

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

In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior

consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student's PII without getting permission:

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

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

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

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

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

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

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

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

The form for objecting to making directory information available is located in the back of the student handbook and must be completed and signed by the parent or age-eligible student and filed with the building principal's office no later than ten

(10) school days after the beginning of each school year or the date the student is enrolled for school. Failure to file an objection by that time is considered a specific grant of permission. The district is required to continue to honor any signed-opt out form for any student no longer in attendance at the district.

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

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

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

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

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

### **1.21.1 PERMANENT RECORDS**

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

Legal References:       A.C.A. § 6-18-901  
                              ADE Rule *Student Permanent Records*

## **1.22 STUDENT PUBLICATIONS AND THE DISTRIBUTION OF LITERATURE**

### **1.22.1 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 do not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Publications may be regulated to prohibit writings which are, in the opinion of the appropriate teacher and/or administrator, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
3. Publications may be regulated to refuse to publish material which might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order, or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited publications include:
  - a. Those that are obscene as to minors.

- b. Those that are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard of the truth.
- c. Those that constitute an unwarranted invasion of privacy as defined by state law.
- d. Publications that suggest or urge the commission of unlawful acts on the school premises.
- e. Publications which suggest or urge the violation of lawful school regulations.
- f. Hate literature that scurrilously attacks ethnic, religious, or racial groups.

### 1.22.2 Student Publications on School Web Pages

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

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

### 1.22.3 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 non-school materials shall have school administrators review their non-school materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school materials, prior to their distribution and will bar from distribution those non-school materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

The regulations shall:

- 1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression.
- 2. Be uniformly applied to all forms of non-school materials.
- 3. Allow no interference with classes or school activities.
- 4. Specify times, places, and manner where distribution may and may not occur.
- 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 5 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.

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

## 1.23 STUDENT PARTICIPATION IN SURVEYS

Section One: No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following:

- 1. political affiliations.
- 2. mental and psychological problems potentially embarrassing to the student or his family.

3. sex behavior and attitudes.
4. illegal, anti-social, self-incriminating, and demeaning behavior.
5. critical appraisals of other individuals with whom respondents have close family relationships.
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. religious practices, affiliations, or beliefs of the student or student's parent.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

**Section Two:** No surveys shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before the survey is administered or distributed by a school to a student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey (FORM B-1). The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

**Section Three:** Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the surveys shall be available for inspection for a period of ten (10) days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire. The requirements of sections one, two, and three of this policy does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

**Section Four:** Prior written parental permission is required (FORM B-2) before any survey or questionnaire (not including tests mandated by state or Federal law or regulation and standardized scholastic achievement tests) is administered to a student the responses to which are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government and which requests or requires a student to provide any of the five(5) categories of information listed above and/or the following:

1. A student's name.
2. The name of the student's parent or member of the student's family.
3. The address, telephone number, or email address of a student or a member of a student's family.
4. A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family.
5. Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

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

Legal References: 20 USC § 1232h (a), (b), (c) [NCLB Act of 2001, Part F, Section 1061 (c) (1)(A)(i)(ii)(B), (2)(A)(i)(ii)(B)(C)(ii), (5)(A)(ii)(B),(6)(C)(F)(G)], ACA § 6-18-1301 et seq.

## **1.24 PARENTAL/COMMUNITY INVOLVEMENT**

### **1.24.1 DISTRICT**

The England School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the district shall work to:

- Involve parents and the community in the development of the long range planning of the district.
- Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities.
- Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start.

- Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement.
- Provide parents with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
- Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents.
- Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand.
- Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences.
- Find and modify other successful parent and community involvement programs to suit the needs of our district
- Train parents to enhance and promote the involvement of other parents.
- Provide reasonable support for other parental involvement activities as parents may reasonably request.

To ensure the continued improvement of the district's parental/community involvement program, the district will conduct an annual review of its parental involvement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Legal References: 20 U.S.C. § 6318 (a)(2),(A),(B),(D),(E) (NCBL Act of 2001, Section 1118)

20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act of 2001, Section 1118)

#### **1.24.2 SCHOOL**

England School understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, England School shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the school shall work to:

1. Involve parents and the community in the development and improvement of Title I programs for the school.
2. Have a coordinated involvement program where the involvement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start.
3. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the school's curriculum is aligned with the assessments and how parents can work with the school to improve their child's academic achievement.
4. Provide parents with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
5. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents.
6. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand.
7. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences.
8. Find and modify other successful parent and community involvement programs to suit the needs of our school.
9. Train parents to enhance and promote the involvement of other parents.
10. Provide reasonable support for other parental involvement activities as parents may reasonably request.

To help promote an understanding of each party's role in improving student learning, England School shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

England School shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents of participating students, to inform parents of the school's participation in Title I, its requirements regarding parental involvement, and the parents' right to be involved in the education of their child.

England School shall, at least annually, involve parents in reviewing the school's Title I program and parental involvement policy in order to help ensure their continued improvement.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Legal References: 20 U.S.C. § 6318 (b)(1) (NCBL Act of 2001, Section 1118)  
20 U.S.C. § 6318 (c)(1),(2),(3),(4) (NCBL Act of 2001, Section 1118)  
20 U.S.C. § 6318 (d) (NCBL Act of 2001, Section 1118)  
20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act of 2001, Section 1118)

## **1.25 COMMUNICATION GOALS**

The single most significant factor in student achievement is the teacher. The teacher's effectiveness is greatly enhanced when supported by the school community as a whole, the student's home, and the community at large. The Arkansas General Assembly and the Department of Education have demonstrated their understanding of the importance of involving such groups by repeatedly mandating their inclusion in the educational system and process. Communication with staff, parents, grandparents, legal guardians, business, and community members is fundamental to increasing their concern for, and involvement in, raising student achievement.

Communication should be two-way between the District and the public. The communications program shall strive to:

- Increase mutual understanding, trust, and support between the District and parents, business, and the community as a whole.
- Keep District staff regularly informed of upcoming District programs and events as well as noteworthy staff and student accomplishments to enable all the staff to help promote positive public relations.
- Create and disseminate brochures, flyers, and fact sheets that will help parents and community members better understand school policies and procedures and acquaint them with areas where their volunteer services are most needed.
- Inform legislators of the accomplishments of the District's students and staff, as well as how proposed legislation could affect the district.
- Maintain good relations with the news media and provide the media with pertinent news releases.
- Increase the participation of parents, grandparents, legal guardians, business, and community members in school activities and programs.

The Board will appoint committees, when appropriate, to help the District examine issues facing it. Such committees may include members of the public, students, parents, and school employees, as well as members of the Board. Members may serve until the committee makes its non-binding recommendations to the Board.

Any committee, which includes among its members a member of the School Board, shall operate according to the requirements of the Arkansas Freedom of Information Act.\*

The Board shall hold a public meeting, at least annually, to report on the District's progress toward attaining its goals and to review its long-range plan. Those individuals attending shall have an opportunity to ask questions.

Legal References: A.C.A. § 6-18-1003(2)  
A.C.A. § 6-18-1005(a)(1)  
A.C.A. § 6-15-1005(c), (f)(1)(2)  
A.C.A. § 6-16-603 (a) (3)  
A.C.A. § 25-19-106  
Arkansas State Board of Education: Standards for Accreditation: 7.02.3  
Arkansas Department of Education: Gifted and Talented Program Approval Standards: 4.0; 10.03

## **1.26 VOLUNTEERS**

Enlisting the support of volunteers is a way in which the District can expand the scope of resources and knowledge available to enrich the students' educational experiences, while strengthening the relationship between the school and the community. Volunteers can also perform non-instructional tasks that allow certified personnel more time to devote to instruction.

The Superintendent shall be responsible for establishing and maintaining a program to coordinate the services volunteers are willing and able to contribute with the needs of District personnel. The program shall establish guidelines to ensure volunteers are aware of pertinent District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules may be asked to leave the school campus. The guidelines should also include provision for evaluation of the volunteer program and a method for soliciting suggestions from both the volunteers and staff for its improvement.

### **1.27 MEDIA RELATIONS AND NEWS RELEASES**

It is important that the District maintain good relations with the media. The Superintendent or his/her designee shall devise and implement a plan for the release of pertinent information to the media regarding educational programs, awards, or other student and staff achievements, and special events. The plan shall not require schools to clear the release of public service announcements through the District Administration prior to their release, but may require schools to obtain the approval of the superintendent prior to the release of any statistical type data.

The District shall attempt, within reason, to accommodate media requests for interviews and shall endeavor to be fair and impartial in its treatment of media representatives

The release of information to the media shall be done in a timely manner, either by written releases or by telephone interviews, to keep patrons abreast of newsworthy District achievements and shall strive to be factual and objective with personal opinions duly noted.

The Board encourages students and staff to participate in academic competitions and programs. Awards earned in such endeavors shall be communicated to the media. Award recipients may also be recognized at Board meetings.

### **1.28 MARKETING OF PERSONAL INFORMATION**

The England School District shall not collect, disclose, or use personal information for the purpose of marketing or for selling that information or to otherwise provide that information to others for that purpose.

Personal information is defined, for the purposes of this policy only, as individually identifiable information including

1. a student or parent's first and last name
2. a home or other physical address (including street name and the name of the city or town)
3. telephone number
4. social security identification number.

The district may collect, disclose, or use personal information that is collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school related or education related activities.
6. Student recognition programs.

Legal Reference: 20 USC § 1232h (c) [NCLB Act of 2001, Part F, Section 1061 (c) (1)(E), (2)(A)(C)(i), (4)(A), (5)(A)(i)(B), (6)(C)(E)]

### **1.29 PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE**

The Pledge of Allegiance shall be recited:

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

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

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

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

Legal References:       A.C.A. § 6-10-115  
                               A.C.A. § 6-16-108

### **1.30 NATIONAL ANTHEM**

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

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

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

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

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

Legal References:       A.C.A. § 6-10-136  
                               DESE Rules Governing the Star-Spangled Banner Act

### **1.31 RELIGION IN THE SCHOOLS**

The First Amendment of the Constitution states that “Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof...” As the Supreme Court has stated (*Abington School District v. Schempp*, 374 U.S. 203), the Amendment thus, “embraces two concepts—freedom to believe and freedom to act. The first is absolute but, in the nature of things, the second cannot be.” Therefore, it is the Board’s policy that the school system, as an agency

of the government, shall be neutral in matters regarding religion and will not engage in any activity that either advocates or disparages religion. The District shall assume no role or responsibility for the religious training of any student.

The need for neutrality does not diminish our school system's educational responsibility to address the historical role of religion in the development of our culture. Since we live in a diverse society, the District's goal shall be to address the subject of religion objectively in such a way that it promotes an understanding of, and tolerance for, each other's religious or non-religious views.

Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be so that they are objective and academically informational and do not advocate any particular form of religious practice.

Instructional activities in the schools that are contrary to a pupil's religious beliefs or teachings shall be optional.

The teacher in charge of each classroom may, at the opening of school each day, conduct a brief period of silence with the participation of all students in the classroom who desire to participate.\*

Students and employees may engage in personal religious practices, such as prayer, at any time, and shall do so in a manner and at a time so that the educational process is not disrupted.

Legal Reference: A.C.A. § 6-10-115

### **1.32 VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING**

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

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

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

The district shall retain copies of video recordings until they are erased<sup>1</sup> which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than \_\_\_ after they were created.

Videos, automatic identification, or data compilations containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or student handbook;<sup>2</sup> any release or viewing of such records shall be in accordance with current law.

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

Legal References: 20 USC 1232g  
20 U.S.C. 7115  
34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31

### 1.33 DISTRICT WEBSITE

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

The England School District website shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site.<sup>1</sup> The website shall not use "cookies" to collect or retain identifying information about visitors to its website nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.<sup>2</sup>

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

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

1. All pages on the District's website may contain advertising and links only to educational sources.
2. The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages, which shall also link back to the District's home page.
3. Photos along with the student's name shall only be posted on web pages after receiving written permission from the student's parents or the student if the student is over the age of eighteen (18).<sup>3</sup>
4. The England School District's website shall be hosted by Apptegy.
5. No web page on the District website may contain public message boards or chat rooms.
6. All web pages on the District website shall be constructed to download in a reasonable length of time.
7. The District's home page shall contain a link to a privacy policy notice, which must be placed in a clear and prominent place and manner.<sup>5</sup>
8. With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by the District.
9. The District shall include the following information on its website through a link located on the District's homepage titled "State Required Information":<sup>6</sup>
  - a. Local and state revenue sources;
  - b. Administrator and teacher salary and benefit expenditure data;
  - c. District balances, including legal balances and building fund balances;
  - d. Minutes of regular, emergency, and special meetings of the school board;<sup>7</sup>
  - e. The district's budget for the ensuing year;
  - f. A financial breakdown of monthly expenditures of the district;
  - g. The salary schedule for all employees including extended contract and supplementary pay amounts;
  - h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
  - i. The district's annual budget;
  - j. The annual statistical report of the district;
  - k. Agenda of regular, emergency, and special meetings of the District board of directors;<sup>8</sup>
  - l. The names, email addresses,<sup>9</sup> position (including zones), and terms of office for all members of the school district board of directors;
  - m. The district's personnel policies;
  - n. The annual School Performance Report;<sup>710</sup>
  - o. School-Level Improvement Plans;<sup>811</sup>
  - p. The School District Support Strategic Plan;<sup>811</sup>
  - q. Student discipline policies;
  - r. Comprehensive School Counseling Plan;
  - s. The District financial policies;
  - t. Student handbooks;<sup>912</sup>
  - u. The Annual Report to the Public;
  - v. The parent, family, and community engagement plan;

- w. The Immunization waiver report from Policy 4.57—IMMUNIZATIONS;
- x. School District Calendar;
- y. List of statutory, rule, or Standards for Accreditation waivers the District has received under A.C.A. § 6-15-103;
- z. The total amount of State funds used for teacher salaries;
- aa. The District's policy addressing the selection, relocation, retention and challenging of materials that are physically present in the library and available to the public;

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

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

- The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
- The number of students during the previous school year who received dyslexia intervention; and
- The total number of students identified with dyslexia during the previous school year.
- If the District's reading curriculum is not taken from the DESE list of approved curricula, the District shall post the reading curriculum the District uses and a statement that the curriculum is not on the list of DESE approved curricula.

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

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

The District shall include the following information on its website that may be accessed through a link located on the District's homepage titled "Military Families":

- The student enrollment application process;
- Career-ready pathways and other academic or education programs offered;
- Required academic courses for each curriculum and elective course options;
- 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;
- Notable District and District school Purple Star School Programs;
- The District military family education coordinator contact information; and
- The District schools' military family education facilitator contact information.

The District shall post the following on the District website that may be accessed through a link titled "Antisemitism/Title VI":

1. The District's definition of antisemitism;
2. A statement that antisemitism is prohibited in the District's educational programs and activities;
3. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
4. Contact information for the District's Title VI Coordinator; and
5. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

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

Legal References: A.C.A. § 6-11-129  
A.C.A. § 6-15-1402  
A.C.A. § 6-15-2006  
A.C.A. § 6-15-2101  
A.C.A. § 6-15-2914  
A.C.A. § 6-15-2919  
A.C.A. § 6-16-2001 et seq.  
A.C.A. § 6-17-429  
A.C.A. § 6-17-2403  
A.C.A. § 6-17-1901  
A.C.A. § 6-18-702  
A.C.A. § 6-18-2001 et seq.  
A.C.A. § 6-25-105  
A.C.A. § 6-28-108  
A.C.A. § 6-28-301  
A.C.A. § 6-41-606  
A.C.A. § 6-41-611  
DESE Rules Governing How to Meet the Needs of Children With Dyslexia  
DESE Rules Governing the Arkansas Educational Support and Accountability Act  
DESE Rules Governing Act 1240 Waivers  
DESE Rules Governing Documents Posted to School District an Education Service Cooperative Websites  
Standards For Accreditation 12.02.1, 1-B.2, 2-B.1, 2-H.2, 3-A.1, 3-A.2, 3-A.9, 3-B.1, 3.B.2.1, 5-A.1  
20 U.S.C. § 1232 g  
15 U.S.C. § 6501 (COPPA)  
34 C.F.R. § 106.8  
34 C.F.R. § 106.45

### **1.33.1 WEBSITE PRIVACY POLICY**

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

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

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

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

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

### **1.34 COMPUTER SOFTWARE COPYRIGHT**

The District shall observe copyright laws governing computer software reproduction. Unless specifically allowed by the software purchase agreement, the Copyright Act allows the purchaser of software to:

1. Make one copy of software for archival purposes in case the original is destroyed or damaged through mechanical failure of a computer. However, if the original is sold or given away, the archival copy must be destroyed.
2. Make necessary adaptations to use the program.
3. Add features to the program for specific applications. These improvements may not be sold or given away without the copyright owner's permission.

The District shall abide by applicable licensing agreements before using computer software on local-area or wide area networks.

Legal Reference: 17 USC § 117 Amended Dec. 12, 1980

### **1.35 DISTRIBUTION OF PRINTED MATERIALS**

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

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

### **1.36 NATIONAL SCHOOL LUNCH ACT FUNDING EXPENDITURES**

Funding received from the state based on the number of students eligible for free and reduced-priced meals under the National Student Lunch Act shall be expended in accordance with guidelines outlined in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The district shall at least annually evaluate programs supported by NSLA funds to determine the effectiveness of the programs and to ensure they are providing intervention/prevention services designed to increase student achievement which are in alignment with the district's ACSIP.

Legal References: A.C.A. § 6-20-2305(b)(4)  
A.C.A. § 6-15-426(f)  
ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds 3.06, 3.07, 3.10, 6.00, 8.00

### **1.37 COMPLAINTS**

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

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

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

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

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

Complaints that are related to district use or administration of federal funds generated through specific programs identified by the Arkansas Department of Education and authorized in the 2002 reauthorization of the Elementary and Secondary Education Act may be taken directly from a patron or by referral from the Arkansas Department of Education (ADE). If taken directly from a patron, the complaint may be submitted by either a signed statement or by a certified, recorded deposition or statement in which the complainant is identified.

The complaints shall be addressed in the following manner.

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

## SECTION 2: WELLNESS PLAN

“The England School District buildings contain some asbestos materials; however the district has a Management Plan to safely control asbestos. This plan can be viewed at the Administration Office during normal business hours.

### 2.1 WELLNESS POLICY

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

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

#### Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these Rules will include, but is not limited to district efforts to:

1. Appoint a district school health coordinator who shall be responsible for ensuring that each school fulfills the requirements of this policy.
2. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum.
3. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity.
4. Strive to improve the quality of physical education curricula and increase the training of physical education teachers.
5. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12.
6. Not use food or beverages as rewards for academic, classroom, or sports performances.
7. Ensure that drinking water is available without charge to all students.
8. Establish class schedules, and bus routes that don't directly or indirectly restrict meal access.
9. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas.
10. Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar.
11. Abide by the current allowable food and beverage portion standards.
12. Meet or exceed the more stringent Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria.
13. Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule.
14. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV.
15. Provide professional development to all district staff on the topics of nutrition and/or physical activity.
16. Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students;

#### Advisory Committee

To enhance the district's efforts to improve the health of our students, a wellness committee shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our district's grade configurations. The wellness committee shall have the powers and responsibilities delegated to it by statute and Rule. The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The wellness committee shall use modules 1, 2, 3, 4, and 8 of the CDC's School Health Index as

a basis for assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board.

Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq.  
Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.  
A.C.A. §§ 20-7-133, 134, and 135  
ADE Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools  
Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High  
School Nutrition Standards for Arkansas Public Schools (Commissioner's Memo FIN-06-106)

## **2.2 ENGLAND SCHOOL DISTRICT INSURANCE POLICY**

The England School District provides insurance coverage for all students with a basic insurance plan. Additional coverage is provided for students involved in interscholastic activities. All insurance coverage is secondary and pays only after the primary coverage. Parents are responsible for any expenses above the limits of the insurance policy. The England School District is not liable for and will not pay any charges or expenses that are not covered by the insurance carrier.

## **2.3 HEALTH SERVICES**

The Board believes that healthy children promote a better learning environment, are more capable of high student achievement, and will result in healthier, more productive adults. Therefore, the goal of the District's health services is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils.

While the school nurse is under the supervision of the school principal, the delegation of health care duties shall be in accordance with the Arkansas Nurse Practice Act and the Arkansas State Board of Nursing Rules and Regulations Chapter Five: Delegation of Nursing Care.

## **2.4 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 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.

Legal References: A.C.A. § 6-18-701 (b), (c), (f)

## **2.5 COMMUNICABLE DISEASES AND PARASITES**

Students with communicable diseases or with parasites shall demonstrate respect for other students by not attending school while they are contagious. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

The parents or legal guardians of students found to have live lice or nits will be asked to pick their child up at school.

The parents or legal guardians will be given information concerning the eradication and control of head lice. Before students may be readmitted following an absence due to head lice, the school nurse or designee shall examine the student to make sure they are free of any lice or nits.

Each school may conduct screenings of students for head lice as needed. The screenings shall be conducted in a manner that respects the confidentiality of each student.

## 2.6 STUDENT MEDICATIONS - MEDICATION POLICY

Administering medicine at school creates many complex problems. Every effort should be made to give medication at home. When a schedule for dispensing medication at home cannot be worked out, school personnel will dispense medication. Parents are welcome to come to the school office and give medications to their child.

All medicines carry certain risks. To ensure the safety of our students, the England School Board has established the following policies:

1. In most cases, your child's schedule for receiving medications can be set for before school, during lunch and after school. Parents are encouraged to work within the school schedule, whenever possible, to prevent classroom disruptions for dispensing medication.
2. No medication will be given until a Medication Release form for EACH medication is filled out and signed by a parent or legal guardian.
3. Students are not permitted to have medication in their possession on school property or on the school bus. No medication will be sent home with a student, except inhalers. Empty medication containers will be sent home when there is a need for a refill.
4. Medicine must be sent in ORIGINAL CONTAINER – no loose medicine in plastic bags, envelopes, plastic containers, taped to cards, or in any container other than the original one appropriately labeled. Pharmacies will provide extra containers on request.
5. PRN (as needed) prescriptions will not be administered unless accompanied by a doctor's prescription with specific directions for when to administer, adverse signs to watch for, and how to contact physician for further instructions.
6. Non-prescription medication will be given only if the parent/guardian brings medicine to school each time the student needs it.
7. Administration of the first dose of medication (prescription or PRN) should be given prior to administration at school due to possible allergic reactions.
8. Only oral medications and topical ointments will be administered by school personnel.
9. With a doctor's permission, it is suggested that students allergic to insect stings, leave antihistamine at school to be given immediately if such a sting occurs.
10. Parents are welcome to come to school and give medications if the above guidelines are inconvenient.
11. Please notify the school of any changes in emergency contacts.
12. In the event of illness accompanied with fever, or an allergic reaction / sting; nonprescription drugs may be administered with parental consent.

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities

A.C.A. § 6-18-707

## 2.7 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.

## 2.8 EMERGENCY DRILLS

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

The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement, medical professionals, fire department officials, and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement.<sup>3,4</sup> Students will be included in the

drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.<sup>5</sup>

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

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District's emergency communication with law enforcement method<sup>3</sup>. Students shall be included in the drills to the extent practicable.<sup>5</sup>

Legal References:A.C.A. § 12-13-109

A.C.A. § 6-10-110

A.C.A. § 6-10-121

A.C.A. § 6-15-1302

A.C.A. § 6-15-1303

A.C.A. § 6-15-1304

Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1

## SECTION 3: POLICIES AND PROCEDURES

### 3.1 STUDENTS' RIGHTS AND RESPONSIBILITIES

The England School District recognizes that students have certain rights and responsibilities, and these rights and responsibilities should be exercised within the framework of upholding the individual dignity of both students and other members of the educational community.

A public school functions as a community with rules and regulations of the school being the laws of the community. Students, as citizens of the community, have both the rights and responsibilities of citizenship. The laws of that community must be obeyed by its citizens in order for the community to function.

Administrators and teachers, as members of the community, also have rights and responsibilities. They have the rights afforded to all citizens and the added responsibility of creating and maintaining an environment conducive to learning. Both teachers and administrators are authorized to enforce the rules with disciplinary action. The Principal is authorized to temporarily suspend students for cause. The school board is authorized to expel students for cause.

The following regulations are designed to protect all members of the educational community in the exercise of their rights and duties:

1. **IDENTIFICATION REQUIREMENTS** — All persons on school grounds, in school buildings, or at school sponsored activities must, upon request, identify themselves to school authorities.
2. **DISRUPTIVE CONDUCT** — All conduct which disrupts or interferes with the educational process is prohibited and will result in disciplinary action.
3. **COOPERATION WITH SCHOOL PERSONNEL** — Students must obey the reasonable instructions of school district personnel.
4. **OFF-CAMPUS EVENTS AND ACTIVITIES** — Students at school-sponsored events or activities, both on and off campus, shall be governed by the school district personnel. Actions by students that violate these regulations or the refusal to obey reasonable instructions of school district personnel shall result in the loss of the privilege to attend these events and may result in disciplinary action applicable under the regular school program.
5. **FREEDOM OF SPEECH AND ASSEMBLY** — Students are entitled to verbal expressions of their personal opinions as long as the rights of others are not violated and provided that this expression does not cause disruption in the classroom or of the educational process. **THE USE OF OBSCENITIES IS PROHIBITED!** Students are allowed to assemble peaceably. To avoid disruption of the educational process all student meetings must function as part of the educational process or as authorized by the PRINCIPAL. Participation in or the conduct of meetings which interfere with the operation of the school is prohibited.
6. **FREEDOM OF PUBLICATION AND DISTRIBUTION** — Students are entitled to publish and distribute materials provided the following qualifications are met:
  - a. Students who edit, publish and distribute materials among their fellow students must assume full responsibility for their content. They are also responsible for cleaning up any litter that may result from such distribution.
  - b. Any item which attacks ethnic or religious groups or other irresponsible publications aimed at creating hostility and violence, pornography and similar materials are not suitable for distribution in the schools. Materials derogatory to specific individuals in or out of school are prohibited. Materials designed for commercial purposes are prohibited. Materials designed to solicit funds unless approved by the Principal are prohibited. Literature which favors or opposes the candidacy of any candidate for election at any annual school board election is prohibited.
  - c. The distribution or publication of all materials on school premises is allowed only with prior consent of the PRINCIPAL and may not interfere with the educational process. The time and place of the distribution shall be set by the PRINCIPAL so as to not interfere with the educational program. **ALL MATERIALS MUST BE PRESENTED TO THE PRINCIPAL WITHIN 48 HOURS OF THE DISTRIBUTION DATE AND THE PRINCIPAL SHALL GIVE WRITTEN APPROVAL OR DISAPPROVAL WITH REASONS WITHIN 24 HOURS.** If a student disagrees with the Principal's decision then he or she can present the material to the SUPERINTENDENT. The Superintendent shall within 48 hours approve or disapprove the material. Should the Superintendent disagree with the material then the student may present it to the school board for review at the next regularly scheduled board meeting.

### **3.2 TEXTBOOKS**

Upon registration, free textbooks will be issued to all students. All books lost or damaged must be paid for before a new book will be issued or grades can be received. Students transferring or withdrawing from England School District must check in all books to the Principal's office and receive clearance before grades will be issued.

### **3.3 LOCKERS**

Each student will be assigned a locker. No students will be allowed to share lockers. Combination locks will be provided to each student free of charge. However, students will be assessed a fee of \$5.00 per lock for any lost locks. Students must use the lock issued by the school.

### **3.4 LIBRARY**

The England High School Library provides the latest technology. Internet, C.D. Rom., and other computer programs are available. The library also provides reference books, magazines, and newspapers, in addition to, various books for the student's reading pleasure. Books or materials that are destroyed, lost, or mutilated will be charged to the student who checked the books or materials out. The librarian will determine the amount to be paid. Students will be allowed to enter the library only if they have permission from their teacher and prior arrangements have been made.

### **3.5 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 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, Food Service Director.

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

Legal References: Commissioner's Memo FIN-09-044

7 CFR 210.10(g)

### **3.6 STUDENTS' VEHICLES - STUDENT PARKING**

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.

All students will be required to purchase parking permits in their vehicles in order to be parked in the school parking lot. These permits will cost \$5.00 and will be attached to the rearview mirror for easy access. Parking spaces and permits will be issued on a first come first serve basis prior to the start of school. Students sixteen (16) years of age or older may purchase a parking permit with a valid driver's license, vehicle registration, and proof of insurance:

1. Cars should be parked in their assigned spaces. You must still have a parking permit to park.
2. Students, both driver and passenger(s) upon arrival in the parking lot, shall immediately lock their vehicle and walk to their designated area.
3. No students are allowed in the parking lot from 7:45 a.m. till 4:11 p.m. without permission from the administration. Students are not to loiter in parking areas or their vehicles and are not to return to their vehicles for any reason unless given permission to do so by the school administration
4. Reckless driving will not be tolerated!
5. Violation of any procedures may result in loss of driving privilege from two weeks up to the rest of the school year, detention hall, ISS, or suspension.
6. It is understood that there is no expectation of privacy in vehicles in parking areas (parking areas include any on or off campus parking used by the school district). 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.

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.

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

Students in grades nine through twelve (9-12) are required to schedule and attend at least 450 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. Students must attend and participate in the class for the entire semester in order to receive credit for the course. For the purpose of this policy, extracurricular classes 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 interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities.

#### Course Enrollment Outside of District

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

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

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

#### **Senior Early Dismissal**

If a senior is in good standing to graduate (up to date on credits required to graduate, grades, etc.) they can leave campus to continue education (with documentation submitted of continuing education). Seniors may leave after 5th period as long as a student is enrolled in a continuing education program. Proof of enrollment & schedule must be submitted to the office prior to approval of early dismissal. Students will be required to submit a transcript from the education program at the end of each semester in order to continue early dismissal the following semester. Seniors not continuing education will be required to stay at school for the full day.

#### **3.7.1 EHS ATTENDANCE POLICY**

The District supports the philosophy that the instructional program is the vital part of a formal education. It is necessary to require students to be in attendance a minimum number of days for instructional purposes during each school year.

A student is expected to attend school at all times when school is in session. Absences from school are acceptable only when a student is ill, when a family emergency exists, or when the student is on official business. A family emergency exists when there is a death, serious illness, or an extenuating circumstance in the immediate family of the student.

The student will be responsible for the completion of any work missed during an absence from class. The teacher will determine the work to be made up and the work has to be made up within the amount of days missed plus one. (Ex. Students missed 4 days, they will have 5 days to submit missed work). By law all students will be counted in the registers and included in the attendance reports that are required by the State Department of Education.

Senior skip days are not allowed and will be considered as a truancy violation.

A student will be marked absent after the first **10** minutes of class. If students are checked out prior the last 10 minutes of class, the student will be marked absent for that class period.

Checking out of school is discouraged, but in cases when it is necessary, the procedure is as follows.

Students must have either:

1. Parent(s)/guardian(s) must call the principal's office and request that the student(s) check out.
2. Parent(s)/guardian(s) come to the principal's office and pick up the student.

Unless a student is being checked out due to an emergency, students checked out at any time during a class period will be counted as an unexcused absence. Students will not be allowed to check out and return the same day unless student returns to school with documentation, such as a doctor's note or the absence is approved by administration.

### **3.7.2 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, whether in person or digitally, is essential to their social and cultural development and helps prepare them to accept responsibilities they will face as an adult. Interactions with other students and participation in the instruction within the classroom enrich the learning environment and promote a continuity of instruction which results in higher student achievement.

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

#### **Excused Absences**

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

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of ten (10) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students;
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee;
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12);
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date;
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
  - a. Labor, delivery, and recovery;

- b. Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
  - c. The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
  - d. A legal appointment related to pregnancy or parenting, including without limitation:
    - i. Adoption;
    - ii. Custody; and
    - iii. Visitation;
  - e. 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
  - f. At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.
13. Absences for a student who is the child of a fallen service member or fallen first responder:
- i. Due to a mental health concern; or
  - ii. To attend an event from a sponsoring organization that provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency.
14. Upon the written consent of a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student, the District shall grant an excused absence for the following purposes:
- i. Social or public policy advocacy; or
  - ii. Attempts to influence legislation or other governmental policy-making at the local, state, or federal level.

Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page.<sup>7</sup>

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

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

- A. Bring official documentation from treating physicians, court clergy, or other agencies stating the student's reason for absence.
- B. 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.
- C. The student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student provides written documentation that the student's absence is to attend an event from a sponsoring organization that:
  - Provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency; and
  - May be verified as an organization that provides support to the military and first responder community by reviewing the Resources Page for Military Family Engagement on the Department of Education website.

### **Unexcused Absences**

Absences that are not defined above; the student's treating physician, court clergy, or other professional agencies, a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; shall be considered as unexcused absences. Students with 10 unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal, after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has 5 unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified<sup>9</sup>. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds 10 unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

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

Students who attend in-school suspension shall not be counted absent for those days.<sup>11</sup>

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.<sup>11</sup>

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

Legal References:       A.C.A. § 6-4-302  
                              A.C.A. § 6-18-209  
                              A.C.A. § 6-18-213  
                              A.C.A. § 6-18-220  
                              A.C.A. § 6-18-222  
                              A.C.A. § 6-18-229  
                              A.C.A. § 6-18-231  
                              A.C.A. § 6-18-234  
                              A.C.A. § 6-18-236  
                              A.C.A. § 6-18-507(g)  
                              A.C.A. § 6-18-702  
                              A.C.A. § 6-28-114  
                              A.C.A. § 7-4-116  
                              A.C.A. § 9-28-113(f)  
                              A.C.A. § 27-16-701

Division of Elementary and Secondary Education Rules Governing Distance and Digital Learning

### 3.8 MAKE-UP WORK

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

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

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

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

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

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

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

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

### **3.9 TARDINESS**

Promptness is an important character trait that District staff 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. A student shall be considered tardy to class if he/she is not in his/her designated classroom or area when the tardy bell rings up to ten (10) minutes into class. An excused tardy will carry no penalty. The third (and all subsequent) unexcused tardy in any 9-week period will result in disciplinary action. Students with excessive tardies will have a parent conference to decide how best to fix the problem. Students who are tardy will automatically be given lunch detention. This is to be considered the warning. The student will serve the lunch detention the following school day. Students may be assigned in-school suspension for excessive tardies.

### **3.10 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 individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property
7. Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student's IEP or 504 Plan;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug, including marijuana in vape form, ACT 271;
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;
22. Bullying;
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual's personal property; and
25. Antisemitism

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

Legal References:       A.C.A. § 6-5-201  
                               A.C.A. § 6-15-1005  
                               A.C.A. § 6-16-2001 et seq.  
                               A.C.A. § 6-18-222  
                               A.C.A. § 6-18-502  
                               A.C.A. § 6-18-514  
                               A.C.A. § 6-18-515  
                               A.C.A. § 6-18-707  
                               A.C.A. § 6-21-609  
                               A.C.A. § 27-51-1602  
                               A.C.A. § 27-51-1603  
                               A.C.A. § 27-51-1609  
                               DESE Rules Governing Student Discipline and School Safety

### **3.11 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 behaviors 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 parents or legal guardian.

Legal References:       A.C.A. § 6-19-119(b)  
                               Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.0

### **3.12 DISRUPTION OF SCHOOL**

#### **Definitions**

"Appropriate interim learning environment" means an appropriate learning environment that is used for a period of time not to exceed ten (10) days.

"Appropriate learning environment" means a setting within the District that provides a similar structure to the following, without limitation:

- A classroom; or
- In-school suspension.

"Violent or abusive behavior" means, without limitation:

- Using threatening language;
- Throwing an item that risks or causes:
  - Harm to another individual;
  - Injury to another individual; or
  - Damage to property;
- Physically abusing a teacher or another student; or
- Any other similar action that presents a physical danger or a threat of physical danger to a teacher or another student.

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.

A teacher may, but is not required to, remove a student from class:

- Who has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the students in the class or with the ability of the student's classmates to learn; or
- Whose behavior is so unruly, disruptive, violent, 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.

A student who is removed from class shall:

- Be sent to the office of the principal or the principal's designee;
- Be escorted from the classroom by the school administration if the student refuses to leave the classroom voluntarily;
- Not be returned to the teacher's class until a conference is held; and
- Be placed in another appropriate classroom learning environment until the conference is completed.

The conference shall be held for the purpose of:

1. Determining the causes of the problem that led to the student's removal and possible solutions;
2. Serving as a manifestation determination review if the student removed from the class is a student with a disability;
3. Determining if a behavioral threat assessment is necessary for the student who was removed from the class due to violent behavior.

The following individuals shall be present at the conference:

- A. The principal or the principal's designee;
- B. The teacher;
- C. The school counselor;
- D. A 504/special education representative (if applicable);
- E. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis; and
- F. The student, if appropriate.

The failure of the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis to attend the conference shall not prevent the conference from being held nor prevent any action from being taken as a result of that conference.

Following the conclusion of the conference, the principal or the principal's designee may take any of the following actions against a student who was removed from class:

- Place the student into another appropriate learning environment or into in-school suspension;
- Except for a student who was removed for violent or abusive behavior, return the student to the class; or
- Take other appropriate action consistent with the District's discipline policy, state law, and federal law.

A student who is removed from class three (3) times during the same school year shall be placed in another appropriate learning environment for the remainder of the school year.

The District shall follow all requirements under the IDEA and 504 for students with a disability, including those surrounding a change in placement.

Legal References: A.C.A. § 6-18-511

DESE Rules Governing Student Discipline and School Safety

### **3.13 STUDENT DRESS AND GROOMING**

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

The students are prohibited from wearing, while on the school grounds during the school sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however, to a costume or uniform worn by a student while participating in a school-sponsored activity or event.

The Superintendent shall establish student dress standards for the District's schools, to be included in the student handbook, and are consistent with the above criteria.

#### **3.13.1 APPEARANCE(S) AND DRESS STANDARD**

Dress and appearance must not present health and safety hazards or cause a disruption of the educational process or it becomes a matter subject to disciplinary action. Student dress, grooming and appearance should be the responsibility of the individual student and his/her parents. The following guidelines have been established for all students, both male and female:

- a. Dress and grooming should be clean and sanitary and not distract from the learning process. Shirts, tops and dresses must have a sleeve of at least 1". No undergarments will be allowed to be shown.
- b. No hats, hoods, du-rags, bandanas, bonnets, shower caps, or any other headgear will be permitted at school during school hours.
- c. No sun glasses during school hours.
- d. No clothing with holes in the area of the pockets are allowed.
- e. Length of shorts and skirts must be no shorter than the length of a dollar bill above the knee.
- f. No see-through blouses, skirts, and/or pants, such that undergarments are visible.
- g. Bare midriff, bare backs, or exposed cleavage in any position is unacceptable. No crop tops allowed and all shirts should come to at least the hip area.
- h. No sagging will be allowed.
- i. No pajamas, house shoes, blankets or pillows.
- j. No metal picks. No plastic picks may be worn in the hair.
- k. Cheerleaders, athletes, and the band may wear their school issued clothing on game day. SCHOOL ISSUED ONLY.
- l. Leggings, jeggings, biker shorts and tights may be worn as long as the bottom of the student is fully covered. The office will determine if length is appropriate.
- m. No Shirt, other clothing, or body art having obscene, offensive, suggestive pictures, emblems, words, or phrases advocating violence. Body art or tattoos must be covered if it is obscene, offensive, suggestive pictures, emblems, words, or phrases advocating violence.

The administrator(s) reserves the right to make exceptions and enforce any additions/deletions deemed necessary for the dress standard. Administrators may alter the dress standard as a reward to students.

### **3.14 BULLYING**

**"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:

- May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated;
- Physical harm to a public school employee or student or damage to the public school employee's or student's property;
- Substantial interference with a student's education or with a public school employee's role in education;
- A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
- Substantial disruption of the orderly operation of the school or educational environment;

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

1. Cyberbullying;
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
6. Demeaning humor relating to a student's actual or perceived attributes,
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,
11. Threats of harm to student(s), possessions, or others,
12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

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

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

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

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

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

**“Harassment”** means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status

that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

**“Substantial disruption”** means without limitation that any one or more of the following occur as a result of the bullying:

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

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

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

[England School District Bullying Report Form](#)

[England School District Anonymous Reporting](#)

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

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

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
  - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
  - b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
  - a. That a credible report or complaint of bullying against their student exists;
  - b. Whether the investigation found the credible report or complaint of bullying to be true;
  - c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying;and
  - d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:

- a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
  - b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

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

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

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

Copies of this policy shall be available upon request.

The administration may exercise more extreme action in severe situations, or in situations in which a student has been involved in other rule infractions.

#### **Minimum – Detention**

#### **Maximum - Expulsion**

Legal References:     A.C.A. § 5-71-217  
                              A.C.A. § 6-18-514  
                              DESE Rules Governing Student Discipline and School Safety

### **3.15 STUDENT ASSAULT OR BATTERY**

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

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

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

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

Legal References:     A.C.A. § 6-17-106  
                              DESE Rules Governing Student Discipline and School Safety

### 3.16 STUDENT SEXUAL HARASSMENT

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

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age-appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to:

- The nature of sexual harassment;
- The District's written procedures governing the formal complaint grievance process;<sup>1</sup>
- The process for submitting a formal complaint of sexual harassment;
- The district does not tolerate sexual harassment;
- That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

#### Definitions

**"Complainant"** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

**"Education program or activity"** includes locations, events, or circumstances where the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

**"Formal complaint"** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the allegation of sexual harassment.

**"Respondent"** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**"Sexual harassment"** means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:
  - a. Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct;<sup>2</sup> or
  - b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;<sup>2</sup>
2. The conduct is:
  - a. Unwelcome; and
  - b. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. Constitutes:
  - a. Sexual assault;
  - b. Dating violence
  - c. Domestic violence, or
  - d. Stalking.

**"Supportive measures"** means individualized services that are offered to the complainant or made available to the respondent, designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or after the filing of a formal complaint or where no formal complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment; counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

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

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

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

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, Title IX coordinator, or administrator. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- explain to the complainant the process for filing a formal complaint.

### **Supportive Measures**

The District shall offer supportive measures to the complainant and make supportive measures available to the respondent that are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party before or after the filing of a formal complaint or where no formal complaint has been filed. The District shall provide individualized supportive measures to the complainant, unless the complainant declines them in writing. The District shall also provide individualized supportive measures that are non-disciplinary and non-punitive to the respondent. A complainant who initially declined the District's offer of supportive measures may request supportive measures at a later time, and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

### **Formal Complaint**

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by email. Upon receipt of a formal complaint, a District shall simultaneously provide the following written notice to the parties who are known:

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
  - The identities of the parties involved in the incident, if known;
  - The conduct allegedly constituting sexual harassment; and
  - The date and location of the alleged incident, if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant to the complaint of sexual harassment;

- The District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

When investigating a formal complaint and throughout the grievance process, a District shall:

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation; this includes evidence:
  - Whether obtained from a party or other source;
  - The District does not intend to rely upon in reaching a determination regarding responsibility; and
  - That is either Inculpatory or exculpatory, and
- Create an investigative report that fairly summarizes relevant evidence.

At least ten (10)<sup>3</sup> days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least ten (10)<sup>3</sup> days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

After the investigative report is sent to the parties, the decision-maker shall:

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and

- Provide an explanation to the party proposing the questions any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

No earlier than ten (10) days following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility.

The written determination shall include—

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
  - a. Any notifications to the parties;
  - b. Interviews with parties and witnesses;
  - c. site visits;
  - d. Methods used to gather other evidence, and
  - e. Hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
  - a. A determination regarding responsibility;
  - b. Any disciplinary sanctions imposed on the respondent; and
  - c. Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

The written determination shall be provided to the parties simultaneously. The determination regarding responsibility shall become final on the earlier of:

- If an appeal is not filed, the day after the period for an appeal to be filed expires; or
- If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved; did not occur in the District's education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sexual harassment under this policy. A dismissal for these reasons does not preclude action under another provision of the District's code of conduct.

The District may dismiss the formal complaint or any allegations therein, if at any time during the grievance process:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled at the District; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon the dismissal of a formal complaint for any reason, the District shall promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties.

The District may hire an individual or individuals to conduct the investigation or to act as the determination-maker when necessary.

### **Appeals**

Either party may appeal a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:

- A. The existence of a procedural irregularity that affected the outcome of the matter;
- B. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;

- C. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- D. An appeal of the disciplinary sanctions from the initial determination.<sup>4</sup>

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker<sup>5</sup> for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

### **Confidentiality**

Reports of sexual harassment, both informal reports and formal complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:

- Individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline.
- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.

Except as listed above, the District shall keep confidential the identity of:

- Any individual who has made a report or complaint of sex discrimination;
- Any individual who has made a report or filed a formal complaint of sexual harassment;
- Any complainant;
- Any individual who has been reported to be the perpetrator of sex discrimination;
- Any respondent; and
- Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

### **Emergency removal**

The District may remove a respondent from the District's education program or activity on an emergency basis only after the completion of an individualized safety and risk analysis that determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. A removed student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

### **Retaliation Prohibited**

Students, or the parents/legal guardians/ other responsible adult of a student, who submit a report or file a formal complaint of sexual harassment,; testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats; intimidation; coercion; discrimination; or charges for code of conduct violations that do not involve sex discrimination or sexual harassment, arise out of the same facts or circumstances as a report or formal complaint of sex discrimination, and are made for the purpose of interfering with any right or privilege under this policy. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs, regardless of whether the retaliatory acts are by District officials, students, or third parties.

### **Disciplinary Sanctions**

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not<sup>7</sup> have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

Students who knowingly fabricate allegations of sexual harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including expulsion. A determination that the allegations do not rise to the level of sexual harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

### Records

The District shall maintain the following records for a minimum of seven (7) years:

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:
  - The basis for the District's conclusion that its response was not deliberately indifferent; and
  - Document:
    - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
    - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Any person may report sex discrimination, including sexual harassment, to the **Title IX Coordinator, Ms. Mindi Mickey-Martin**, in person or by using the mailing address, telephone number, or email address provided:

**535 Pine Bluff Hwy  
England, AR 72086**

**Phone: (501) 842-2041 ext 1110**

**Email: [Mindi.Martin@Englandlions.net](mailto:Mindi.Martin@Englandlions.net)**

A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

Cross References:     3.26—LICENSED PERSONNEL SEXUAL HARASSMENT  
                          4.11—EQUAL EDUCATIONAL OPPORTUNITY  
                          5.20—DISTRICT WEBSITE  
                          7.15—RECORD RETENTION AND DESTRUCTION  
                          8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT

Legal References:    20 USC 1681 et seq.  
                          34 C.F.R. Part 106  
                          A.C.A. § 6-15-1005  
                          A.C.A. § 6-18-502  
                          A.C.A. § 12-18-102

### 3.17 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.

Legal References: A.C.A. § 5-74-201 et seq.  
A.C.A. § 6-15-1005(b)(2)

### **3.18 TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS**

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses owned or leased by the District, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

Law enforcement officers and employees of a school are immune from civil liability for the confiscation from a minor on a school campus or at a school-sponsored event of:

- Nicotine, tobacco products, vapor products, alternative nicotine products, e-liquid products, or cigarette papers; or
- A product that the individual reasonably believes to be a vapor product.

Legal Reference: A.C.A. § 6-21-609  
A.C.A. § 20-65-103

### **3.19 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 England 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;<sup>1</sup>
- 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.

Legal References:       A.C.A. § 6-18-502  
                                   DESE Rules Governing Student Discipline and School Safety  
                                   Arkansas Constitution Amendment 98 § 6

### **3.20 WEAPONS AND DANGEROUS INSTRUMENTS**

#### **Definitions**

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

“Possession” means having a weapon on the student’s body or in an area under the student’s control.

“Weapon” means any:

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

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

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

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

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

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

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

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

Legal References:     A.C.A. § 5-4-201  
                          A.C.A. § 5-4-401  
                          A.C.A. § 5-27-210  
                          A.C.A. § 5-73-119 (b)(e)(8)(9)(10)  
                          A.C.A. § 5-73-133  
                          A.C.A. § 6-18-502  
                          A.C.A. § 6-18-507  
                          A.C.A. § 6-21-608  
                          20 USC § 7961

### **3.21 LASER POINTERS**

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

Legal References:   A.C.A. § 6-18-512  
                          A.C.A. § 5-60-122

### **3.22 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 and individualized suspicion to believe such student or property contains illegal items or other items in violation of Board policy or dangerous to the school community.<sup>1</sup> School authorities may seize evidence found in the search and disciplinary action may be taken. Evidence found which appears to be in violation of the law shall be reported to the appropriate authority.

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

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

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

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise

a “72-hour hold” without first obtaining a court order. Other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

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

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

Legal References:       A.C.A. § 6-18-513  
                                  A.C.A. § 9-13-104  
                                  A.C.A. § 12-18-608, 609, 610, 613  
                                  A.C.A. § 12-18-1001, 1005

### **3.23 POLICY FOR USE OF DRUG DOG**

The primary purpose of using the dog is to serve as a deterrent against drugs being brought onto the school campus. Unannounced visits by law enforcement personnel will be made to the school. The school officials will be notified of the visit upon arrival at the school. An administrator will accompany the dog and handler during the sniffing search of lockers, school property and automobiles.

Should a locker or automobile be identified as possibly containing controlled substances, the affected student will be notified before a search is conducted. School Board policy will be adhered to. At the earliest possible time, parents will be informed of any action taken as a result of the search and questioning. Every effort will be made to protect students from unnecessary embarrassment. The search of a locker or automobile will be conducted, when possible, when other students are not present. The investigation interview will be conducted in the privacy of the school principal’s office by the school official or with the school official present. Any controlled substance secured during the search will be used as evidence in applying school district policies for suspension or expulsion. If a car, truck, other vehicle or locker is suspected of containing a controlled substance, a search warrant will be obtained by school officials.

School administrators may call for a search of premises or students when reasonable suspicion exists that a quantity of illegal substance is present in a specific location. In such cases, a warrant will be obtained, and if any illegal substance is found, the student will be arrested and prosecuted, in addition to being suspended or recommended for expulsion.

### **3.24 INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY**

#### **Definition**

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

The District makes electronic device(s) and/or electronic device Internet access available to students, to permit students to perform research and to allow students to learn how to use electronic device technology. Use of district electronic devices is for educational and/or instructional purposes only. Student use of electronic device(s) shall only be as directed or assigned by staff or teachers; students are advised that they enjoy no expectation of privacy in any aspect of their electronic device use, including email, and that monitoring of student electronic device use is continuous.

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

### **Technology Protection Measures**

The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors<sup>1</sup>; therefore, it is the policy of the District to protect each electronic device with Internet filtering software<sup>2</sup> that is designed to prevent students from accessing such materials. For purposes of this policy, “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

- A. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- C. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

### **Internet Use and Safety**

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and Internet use<sup>3</sup> including, but not limited to:

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

### **Misuse of Internet**

The opportunity to use the District's technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action, as specified in the student handbook<sup>4</sup> and/or Internet safety and electronic device use agreement. Misuse of the Internet includes:

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

### **Violations Consequences**

Students who choose not to follow the Acceptable Use Policy described herein will be subject to disciplinary action, including but not limited to, temporary or permanent suspension from computer use privileges, detention, in-school suspension, out of school suspension, and expulsion.

### **Liability Disclaimer**

The England School District makes no guarantees that the functions of the services provided by or through the network will be error-free or without defect. The District will not be responsible for any damage the user may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the network. The District will not be responsible for financial obligations arising through the unauthorized use of the network. When using the network, one may sense they can more easily break a rule and not be caught. This perception is not accurate. Whenever students access the network or use technology equipment,

they leave “electronic footprints.” Thus, the odds of getting caught in violations are really about the same as in the real world or in any other actions or situations.

Legal References: Children’s Internet Protection Act; PL 106-554  
FCC Final Rules 11-125 August 11, 2011  
20 USC 6777  
47 USC 254(h)(l)  
47 CFR 54.520  
47 CFR 520(c)(4)  
A.C.A. § 6-21-107  
A.C.A. § 6-21-111

### **3.25 POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES**

#### **Definitions:**

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

- A. An active fire;
- B. An active tornado or earthquake;
- C. An active shooter;
- D. An evacuation of school grounds; or
- E. A medical emergency

“Personal Electronic Device” means any electronic device that can be used to transmit or capture images, sound, or data, which includes, without limitation, a:

- A. Cellular telephone;
- B. Paging device;
- C. Beeper;
- D. Mobile telephone that offers advanced computing and internet accessibility;
- E. Digital media player;
- F. Portable game console;
- G. Tablet, notebook, or laptop computer;
- H. Digital camera; and
- I. Digital video or audio recorder.
- J. Smart Watches
- K. Device that can connect and transmit data through Bluetooth technology.

“School Day” means from the time students are required to be at school (7:45am) until the time students are dismissed from school (4:11pm).

In accordance with the Arkansas Senate Bill 142 (“Bell to Bell, No Cell Act”), the England School District has adopted the following electronic device policy to ensure a safe and distraction-free educational environment during the school day.

#### **General Policy:**

The misuse of personal electronic devices has become a significant disruption to the educational environment. To preserve a focused and effective academic setting, the England School District finds it necessary to restrict student possession and use of such devices during the school day. This includes but not limited to: cell phones, smart watches, headphones/earbuds (whether visible or in use), MP3 players, iPods, tablets, e-readers (e.g., Kindles/Nooks), portable gaming devices, cameras, and any Bluetooth-enabled devices.

#### **Possession and Use Policy**

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; or
- The possession of the personal electronic device is during a special event during the school day.

#### **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 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:

- Using personal electronic devices issued by the District during class time in any manner other than specifically permitted by the classroom instructor;
- Permitting any audible sound to come from the personal electronic device when not being used for reason #1 above;
- Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
- 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;
- 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;
- 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;
- 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;
- Using personal electronic devices issued by the District while driving any vehicle at any time; or
- 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.

Students may possess personal electronic devices on campus but must keep them turned off and completely out of sight from the first bell (7:45am) until dismissal (4:11pm). Devices must be stored in backpacks, purses, or lockers. Devices seen in a student's hand, pocket or otherwise visible will be considered in violation of this policy.

Smartwatches and similar wearable devices are included as an electronic device and cannot be worn by students during the day.

Earbuds or headphones may not be worn or visible during the school day unless explicitly authorized for instructional use.

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 increased by an additional level.

**State Testing Electronic Device Violation:**

Students found with a device on their person will be given 3 days ISS and parent/guardian must pick up the phone from the office.

**Electronic Device Confiscation:**

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 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.

**Disciplinary Action:**

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

- First Offense: Confiscation of device, 2 days of In School Suspension, parent/guardian must pick up the device from the school office. *Refusal to surrender device:* 3 days ISS
- Second & Any Future Offense: Student will be subject to consequences for repeated violations.
  - Device will be confiscated
  - 4 days of In School Suspension
  - Parent/Guardian must pick up the device from the school office.
  - Recommended to not bring the device back to school unless leaving it at the office during the school day.
  - Refusal to surrender device: 5 days ISS
- A student will lose the ability to bring a cell phone to school if they are found to be using their phone, or there is evidence that they have used their phone, to record and or upload any video to social media during the school day, unless authorized by school administration or personnel.

Legal References:      A.C.A. § 6-15-2907  
                                  A.C.A. § 6-18-515

### 3.26 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.

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.

Cross References: 3.58—LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE  
4.13—PRIVACY OF STUDENTS’ RECORDS/ DIRECTORY INFORMATION  
5.10—ARTIFICIAL INTELLIGENCE  
7.16—INFORMATION TECHNOLOGY SECURITY

Legal References: A.C.A. § 6-18-2601 et seq.  
A.C.A. § 25-1-128  
15 U.S.C. § 6501  
20 U.S.C. § 1232g  
34 C.F.R. Part 99

### 3.27 STUDENT DISCIPLINE

The England Board of Education has a responsibility to protect the health, safety, and welfare of the District’s students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes

policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs:

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

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

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

Any disciplinary action pursued by the District shall be in accordance with the student’s appropriate due process rights.<sup>1</sup>

The District shall incorporate the District’s implementation of multi-tiered behavioral intervention procedures in accordance with Policy 4.60 in the application of student discipline.

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

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

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

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

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

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

**7-12 Category II/III Disciplinary Offenses with Minimums and Maximums**

OFFENSE	MINIMUM	MAXIMUM
Acceptable Use Policy violations	Detention	Police Contact
Assault	Police Contact 4 days suspension	Police Contact Recommended Expulsion

Bullying/Relational Aggression	ISS	Police Contact Recommended Expulsion
Cheating	Failing Mark or ISS	Failing Mark or Suspension
D-Hall Excessive	ISS	Suspension
D-Hall Truancy	ISS	Suspension
Destruction of Property	Restitution / Detention	Restitution, Police Contact Recommended Expulsion
Disregarding Directions	Detention	Suspension
Disruption	Detention	Recommended Expulsion
Dress Code Violation (see section 3)	Verbal Warning	Suspension
Electronic Device Policy Violation	Confiscation, 2 Days ISS, Parent/Guardian pick up device	Confiscation, 4 Days ISS, Parent/Guardian pick up device
Excessive ISS	Suspension	Suspension
Fighting	4 Day suspension	Recommended expulsion
Fireworks/Stink Bombs	Confiscation / ISS	Confiscation / Suspension
Gambling	ISS	Recommended Expulsion
Gang Activity (Demonstration of Being a Gang Member of an Unapproved Campus Organization or Secret Society)	4 Days Suspension	Recommended Expulsion
Horseplay (hitting, punching, kicking, pulling hair, etc.)	Detention	Suspension
Insubordination (Back Talk, Disrespect, Not following directions, Refusal to identify oneself or acknowledge being spoken to, etc.)	ISS	Recommended Expulsion
Internet / E-Mail Abuse	Suspension of Privileges Detention	Suspension of Privileges Recommended Expulsion
Internet / E-Mail / Intimidation / Harassment / Stalking	Loss of Privileges Suspension	Loss of Privileges Recommended Expulsion
Internet Violations	Loss of Privileges ISS	Loss of Privileges Recommended Expulsion
Intimidation of Staff	Suspension	Recommended Expulsion
Intimidation of Students	ISS	Recommended Expulsion
Laser Pointers	Confiscation / ISS	Confiscation / Suspension
Littering	Detention	Suspension
Obscene Gestures	Detention	Suspension
Out of Area	Detention	Suspension
PDA	Detention	Recommended Expulsion
Parking Lot Violation	Loss of Driving Privileges ISS	Loss of Driving Privileges Recommended Expulsion
Physical Abuse or Assault on School Staff	Police Contact 10 Day Suspension	Police Contact Recommended Expulsion

Plagiarism	Failing Mark or ISS Redo work	Failing Mark or Suspension Redo work
Possession, Use, Sale, Being Under the influence of Drugs, Alcohol, Prescription Drugs, Controlled Substances or Possession of Drug Paraphernalia	Police contact Suspension	Police Contact Recommended Expulsion
Profanity	ISS	Suspension
Public Extracurricular Event Disturbances: Altercations, Fights, Assaults, Sexual Harassment, Profanity, Gang Activity, Drug Abuse, Alcohol abuse, Weapons Violations, and/or Obscene Gestures, ejection from premises, etc.	Loss of all Extracurricular Privileges for the Remainder of School Year Possible Police Contact 8 Day Suspension	Loss of all Extracurricular Privileges for the Remainder of School Year Possible Police Contact Recommended Expulsion
Using electronic devices to record audio, video, or take photos of others without their knowledge and permission while on school grounds or at school events. This includes classrooms, hallways, restrooms, buses, and extracurricular activities.	ISS	Suspension
Sexually or Obscene Explicit Material / Porn, Possession	ISS	Police Contact Recommended Expulsion
Sexual Harassment (to include indecent exposure)	Possible Police Contact Suspension	Police Contact Recommended Expulsion
School Bus Violation	Detention	Bus Suspension Recommended Expulsion
Student Merchandising (resale) of Candy/Gum/Food/Drinks/etc.	Confiscation Suspension Possible Police Contact	Confiscation Recommended Expulsion Possible Police Contact
Tardies / tardy abuse (EHS only)	Detention	ISS
Terroristic Threatening / Action OR Death Threats against Faculty or Students	Police Contact Suspension	Police Contact Recommended Expulsion
Truancy	ISS	Recommended Expulsion
Theft	Police Contact / Suspension (EHS)	Police Contact Recommended Expulsion
Possession or Use of Tobacco / Tobacco Products (including vapes/patches/pouches)	Confiscation In-School Suspension	Confiscation Recommended ALE
Verbal Abuse	ISS	Suspension
Verbal Abuse of School Employees or Staff	Suspension	Recommended Expulsion

**Excessive Detention or ISS Notifications:**

- Per Semester ---- After a student has been issued 8 detention notifications, on the 9<sup>th</sup> and subsequent offenses, the student will receive ISS.
- Per Semester ---- After a student has been issued 10 days (which can be in combination of multiple offenses) in ISS, on the offense that would deem the 11<sup>th</sup> and subsequent days issued, the student will receive OSS. Exceptions are only given by the principal (s).

Legal References: A.C.A. § 6-17-113

A.C.A. § 6-18-502

A.C.A. § 6-18-514

A.C.A. § 6-18-2401 et seq.

DESE Rules Governing Student Discipline and School Safety

### 3.28 SUSPENSION FROM SCHOOL (ISS / OSS)

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,<sup>1</sup> including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs:

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

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

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

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

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

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

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

1. The student shall be given written notice or advised orally of the charges against him/her.
2. If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and be allowed to present his/her version of the facts.
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 endangered persons or property or threatens disruption of the academic process, thus justifying immediate removal from school, the necessary notice and hearing should follow as soon as practicable .

It is the responsibility of a student's parents, legal guardians, person having lawful control of the student, or person standing in loco parentis to provide current contact information to the district, which the school shall use to immediately notify the parent, 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, voicemail, or text message.
- An email address;
- A regular first class letter to the last known mailing address.
- Police Contact

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

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

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

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

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

Legal References: A.C.A. § 6-18-507

### **3.28.1 ISS:**

It is the parent's or legal guardian's responsibility to provide current contact information to the district in which the school shall use to notify the parent or legal guardian for issuance of ISS for a student. The notification shall be by one of the following means:

- A primary call number
- The contact may be by voice, voice mail, or text message
- An email address
- Hand to parent directly
- Send home with a student
- A regular first class letter to the last known mailing address

The district shall keep a log of contacts attempted and made to the parent or legal guardian. During the period of their suspension (ISS), students serving in-school suspension shall not attend any school sponsored activities during the imposed suspension nor shall the student participate in any school sponsored activities. ISS CANNOT be substituted by another form of discipline without principal or designee approval. (Example: OSS does not substitute ISS) Students serving in school suspension shall receive credit for work assigned while serving in school suspension.

### **3.28.2 OSS:**

When possible, notice of the suspension, its duration, and any stipulations for the student's readmittance to class will be given to the parent(s), legal guardian(s), or to the student if age 18 or older prior to the suspension. Parent/Guardian/or Student (if age 18 or older) will be notified by either:

1. Phone call
2. Notice sent home with student
3. Handed to parent directly
4. Mailed to address reflected in records
5. Emailed.

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 parent's or legal guardian's responsibility to provide current contact information to the district in which the school shall use to notify the parent or legal guardian for issuance of ISS for a student. The notification shall be by one of the following means:

- A primary call number
- The contact may be by voice, voice mail, or text message
- An email address
- Hand to parent directly
- Send home with a student
- A regular first class letter to the last known mailing address

During the period of their suspension, students serving out-of-school suspensions shall not be permitted on campus except to attend a student/parent/administrator conference. 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. The district shall keep a log of contacts attempted and made to the parent or legal guardian.

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.

Legal References: A.C.A. § 6-18-507

*Goss v Lopez*, 419 U.S. 565 (1975)

### **3.28.3 Absentee Information pertaining to ISS and OSS:**

- Days missed due to ISS shall not be counted as an absence
- Days missed due to OSS shall be counted as an unexcused absence, but will not apply to truancy.

### **3.28.4 OSS and Extracurricular Activities (school sponsored):**

Students may not participate in any extracurricular activities or be on school grounds if they have OSS on that day. The student's OSS ends at the last bell of the last day (3:55 pm) of the scheduled suspension.

Legal References: A.C.A. § 6-18-502

A.C.A. § 6-17-113

## **3.29 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 (5<sup>th</sup>) grade unless the student's behavior:

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

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

The hearing shall be conducted not later than ten (10) school days<sup>1</sup> following the date of the notice, except that representatives of the Board and student may agree in writing to a date not conforming to this limitation.

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

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

student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property.<sup>2</sup> The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

Legal References:       A.C.A. § 6-18-502  
                              A.C.A. § 6-18-507  
                              DESE Rules Governing Student Discipline and School Safety

### **3.30 STUDENT COMPLAINTS AND GRIEVANCES**

The Board of Directors believes that students have the right to express school related concerns and grievances when they arise. Any student, student organization, or group of students should request a meeting with the teacher first, then the principal or appropriate authority for any discussion or consideration of a grievance, complaint, or other concern. It shall be the aim of the Board to have the consideration of student problems and concerns discussed and resolved as quickly and equitably as possible.

#### **3.30.1 DISCRIMINATION COMPLAINTS**

##### **1. COMPLAINTS CONCERNING THE ABOVE MAY COME FROM THE FOLLOWING:**

Students, Parents, Teachers, Other Employees and Concerned Citizens or Organizations. A grievance is any complaint which alleges that a school district receiving federal funds (or an official or employees acting on its behalf) has, through policy, procedures or practice, acted in a way which is prohibited by policy or law.

##### **2. PRE-FILING PROCEDURES:**

Prior to the filing of a written complaint, the student or employee is encouraged to visit with the Equity Coordinator. A reasonable effort should be made to resolve the problem or complaint.

##### **3. PROCEDURES FOR FILING COMPLAINTS:**

All complaints by the party/parties listed above should be in writing and submitted to the Equity Coordinator on the England School District Complaint Form no later than five (5) working days after the date on which alleged grievance occurred. The complaint form should be dated and signed

##### **4. PROCEDURES FOR HANDLING COMPLAINTS:**

- a. The Equity Coordinator, upon receipt of a complaint, will meet with the principal of the school, who has the administrative responsibility for the program. The principal will then appoint a committee made up of a parent, at least one teacher, a school administrator and a student, if applicable. This shall be done within five (5) working days of the date on which the complaint was filed.
- b. The above committee shall hold a hearing with the complaining party/parties within five (5) working days of the appointment.
- c. All hearing proceedings will be recorded in writing.
- d. During the hearing the complaining party/parties shall have the opportunity to question witnesses, question parties involved and present evidence.
- e. The committee will make a written report of their findings to the superintendent.

- f. A decision based on the findings of the committee will be made by the superintendent. This decision shall be in written form and will be sent to the complaining party/parties within five (5) working days from the time the complaint was filed.
- g. If the grievant or respondent is not satisfied with the decision of the superintendent, they must notify the Equity Coordinator within five (5) working days and request a hearing with the School Board. The Equity Coordinator will schedule a hearing with the Board, which will be conducted within thirty (30) days from the date of their notification.
- h. A final decision will be issued by the School Board within ten (10) working days after the hearing regarding the validity of the grievance and any action to be taken.
- i. Established time limes may be waived upon the mutual consent of the parties to the grievance. The total number of days from the date that the complaint is filed until the complaint is resolved shall be no more than 180 days.

Parents also can file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: US Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue  
Washington, DC 20250-9410

Fax: (202) 690-7442

Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider

## 5. APPEAL

The complaining party/parties shall have the right to appeal the administrator's decision within thirty (30) days after receipt of the local decision to the Equity Assistance Center, #4 Capitol Mall, Room 402A, Little Rock, Arkansas 72201-1071, phone number (501) 682-4213. B. This appeal should be written, signed and dated.

## Equity Contacts

In keeping with the guidelines of Title VI, Section 601, Civil Rights Act of 1964; Title IX, Section 901, Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Standard XV of the 1984 Standards for Accreditation of Arkansas Public Schools, Act 231 of 1985; England School District assures that no person on the bases of race, color, national origin, age, sex, or handicap be excluded from participation in, be denied benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

Coordinator: Title VI - [titlevicoordinator@englandlions.net](mailto:titlevicoordinator@englandlions.net), 501 Pine Bluff Highway, England, AR 72046, Telephone 501-842-2031.

Coordinator: Title IX - [titleixcoordinator@englandlions.net](mailto:titleixcoordinator@englandlions.net), 501 Pine Bluff Highway, England, AR 72046, Telephone 501-842-2031.

Coordinator: Section 504 - [504coordinator@englandlions.net](mailto:504coordinator@englandlions.net), 501 Pine Bluff Highway, England, AR 72046, Telephone 501-842-2041.

Coordinator: Standard XV - [standardxvcoordinator@englandlions.net](mailto:standardxvcoordinator@englandlions.net), 501 Pine Bluff Highway, England, AR 72046, Telephone 501-842-2996.

Any person having inquiries concerning compliance with Title VI (Race), Title IX (Sex), Section 504 (Handicap) or Standard XV (Equity) is directed to contact the above appropriate coordinator.

## SECTION 4 - ACADEMICS

### 4.1 SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

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

All instructional materials used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student. For the purposes of this policy, instructional materials are defined as instructional content provided to the student regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats. The term does not include academic tests or academic assessments.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 4.2. and use Form E

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

Legal Reference: 20 USC § 1232h (a), (b), (c) [NCLB Act of 2001, Part F, Section 1061 (c) (1)(C)(i)(ii), (2)(A)(i), (5)(B), (6)(A)(C)]

### 4.2 CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

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

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

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

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

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

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

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use.

Legal Reference: 20 USCS 1232(h)(c)(C)

### **4.3 SELECTION OF LIBRARY/MEDIA CENTER MATERIALS**

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

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

#### **Selection Criteria**

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

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

#### **Retention and Continuous Evaluation:**

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

#### **Gifts:**

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

#### **Challenges:**

The parent of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process.

Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee.

The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* (FORM D) prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

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

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

The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet privately to discuss the material. The committee shall vote by secret ballot to determine whether the contested material shall be removed from the media center's collection. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant.

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

Legal Reference: A.C.A. § 6-25-101 et seq.

#### **4.4 USE OF COPYRIGHTED MATERIALS**

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

Respect to Books and Periodicals" and "Guidelines for Educational Uses of Music."

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

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

#### **4.5 GRADUATION REQUIREMENTS**

Information regarding Graduation requirements will be sent home with students prior to their enrolling in seventh (7<sup>th</sup>) grade, or when a seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) grade student enrolls in the district for the first time. 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.

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.

#### **4.5.1 GRADUATION REQUIREMENTS FOR CLASS OF 2026**

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. 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.

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.

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units:

- Algebra or its equivalent\* - 1 unit
- Geometry or its equivalent\* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable 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

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

Social Studies: three (3) units

- Civics one-half (½) unit

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.<sup>75</sup>

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.

A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

**4.5.2 GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER**

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. 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.

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

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

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

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

**Community Service**

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

The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and

reflection components. A student who transfers into the District after ninth (9<sup>th</sup>) 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 – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

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

Mathematics: four (4) units

- Algebra or its equivalent\* - 1 unit
- Geometry or its equivalent\* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable 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

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

Social Studies: three (3) units

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

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

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

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

Economics – one half ( $\frac{1}{2}$ ) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.<sup>7</sup>

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

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

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

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

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3  
DESE Rules Governing Distance and Digital Learning  
Commissioner's Memo COM-24-021  
Commissioner's Memo LS-18-082  
A.C.A. § 6-4-302  
A.C.A. § 6-15-2906  
A.C.A. § 2911  
A.C.A. § 6-16-122  
A.C.A. § 6-16-143  
A.C.A. § 6-16-149  
A.C.A. § 6-16-150  
A.C.A. § 6-16-152  
A.C.A. § 6-16-1901 et seq.  
A.C.A. § 6-28-115

## **4.6 PLANNING FOR EDUCATIONAL IMPROVEMENT**

Each school in the district shall develop a comprehensive school improvement plan to address deficiencies in student performance based on analysis of students' grade-level benchmark assessments and other relevant data. The purpose of each plan shall be to ensure that all students meet the state assessment standards established by the State Board of Education, as well as student achievement goals established by the District. A cumulative review of all academic improvement plans shall also be part of the data used to develop the comprehensive school improvement plan. Each plan shall be developed with administrator, teacher, other school staff, parent, community, and student (when appropriate) input and shall have as one of its components a plan for a parental involvement program. Professional development activities are to be designed to meet the needs identified in each school's plan. Each plan is to be reviewed annually and revised to meet the changing needs reflected in student data.

Any school in the district identified by the Arkansas Department of Education as failing to meet the established levels of academic achievement on the state's criterion-referenced tests shall revise its school improvement plan.

The district shall develop, with appropriate staff and community input, a comprehensive district improvement plan. The plan shall coordinate the actions of the various comprehensive school improvement plans within the district. The district plan shall align district resources to help ensure all of its students attain proficiency on the Benchmark exams.

Legal References: A.C.A. § 6-15-404 (i)(1)  
A.C.A. § 6-15-404 (i)(2)(B)  
A.C.A. § 6-15-404 (i) (2)(A)(i)(ii)  
A.C.A. § 6-15-419(2)(B)(iii)  
A.C.A. § 6-15-419(9)  
A.C.A. § 6-15-419(12)  
ADE Rules Governing the ACTAAP and the Academic Distress Program 3.10, 3.16, 8.0 – 8.04, and 9.04  
Arkansas Department of Education Rules for Governing Standards for Accreditation of Arkansas Public Schools and School Districts 7.0, 8.01, and 16.0 – 16.03.5

## **4.7 CURRICULUM DEVELOPMENT**

Sequential curricula should be developed for each subject area. Curricula are to be aligned with the curriculum frameworks and used to plan instruction leading to student proficiency on Arkansas' content standards. Curricula should

be in alignment with the District's vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

The Board of Education is responsible for reviewing and approving all instructional programs offered by the District as well as approving significant changes to courses or course materials before they are implemented. The Superintendent is responsible for making curriculum recommendations.

Each school shall review each curriculum area annually to address the continued relevance, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education, Each school's administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.

Legal References: Standards of Accreditation 9.01.2, 7.04.2

ADE Rules Governing the ACTAAP and the Academic Distress Program 4.05

A.C.A. § 6-15-101

A.C.A. § 6-15-1505(a)

#### **4.8 DROPPING OR ADDING COURSES**

If a student, with justifiable reason, decides to drop or add a course, the student must go to the counselor's office within the first five days of each semester. The student will make a request for a course change. The parents must notify the school counselor or principal in writing of this request and approve it before authorization is granted. If the course add/drop request is approved, the student will present the approved form to the teacher whose class will be affected. Any class dropped after the first week of either semester will result in the grade of an "F" being given.

#### **4.9 CLASSIFICATION OF STUDENTS**

**FRESHMEN** - Those students promoted from the eighth grade to the ninth grade.

**SOPHOMORES** - Those students who passed five (5) units of work in their freshman year.

**JUNIORS** - Those students who passed ten (10) units of work in their freshman and sophomore years.

**SENIORS** - Those students who passed sixteen (16) units of work during their freshman, sophomore and junior years.

\*These are the minimum requirements.

#### **4.10 PROMOTION/RETENTION/COURSE CREDIT FOR 7-12 SCHOOLS**

A disservice is done to students through social promotion and is prohibited by state law. The district shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Each school in the England School District shall include in the student handbook, the criteria for promotion of students to the next grade as well as the criteria for being required to retake a course, if applicable. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. Seventh and Eighth graders must pass at least four courses (including 2 core classes) to be promoted to the next grade. 9-12 grade students will follow the credit and credits per grade policy. If there is doubt concerning the promotion or retention of a student, or their required retaking of a course, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held before a final decision is made. The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement, the final decision to promote or retain shall rest with the principal or his/her designee.

Students who do not score proficient or above on their grade State Assessment, or do not meet the satisfactory passing level on all general end-of-course (EOC) tests shall be required to participate in an individualized academic improvement plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist

the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan.

All students, unless exempted by the student's individualized education program (IEP), must successfully pass all general EOC assessments they are required to take. To receive academic credit in a course requiring a student to take a general EOC assessment, the student must either receive a passing score on the initial assessment or successfully participate in the remediation program identified in his/her AIP. A student is not eligible to graduate if he/she fails to receive academic credit in a course requiring a general EOC. Additionally, the lack of credit could jeopardize their grade promotion or classification.

Promotion/retention or graduation of students with an Individual Educational Plan (IEP) shall be based on their successful attainment of the goals set forth in their IEP.

Legal References:       A.C.A. § 6-15-402  
                              A.C.A. § 6-15-1602  
                              A.C.A. § 6-15-2001  
                              A.C.A. § 6-15-2005  
                              A.C.A. § 6-15-2009  
                              State Board of Education: Standards of Accreditation 12.04.3  
                              ADE Rules Governing the ACTAAP and the Academic Distress Program 7.02-7.02.9,  
                              7.03-7.03.7.3

#### 4.11 GENERAL DIPLOMA REQUIREMENTS

The number of units that students must earn to be eligible for high school graduation is to be earned from the Core curriculum. Not all units earned toward graduation necessarily apply to Graduation requirements. The provisions of a student's Individualized Education Plan (IEP) serve as his/her graduation plan. The number of credits needed to receive a high school diploma from England High School is as follows: 22 units

#### 4.12 MERIT/DISTINCTION REQUIREMENTS

##### A. Diploma with MERIT

- Meet the requirements to earn a **Regular Diploma**
- **Complete a [Success-Ready Pathway](#)**
- **Demonstrate one of the following:**
  - Credential or Value in [High Wage, High Demand career field](#)
  - 12 or more postsecondary credits that include either
    - Certificate of Proficiency **OR**
    - 9 postsecondary credits of academic core
  - AP Scholar (must score 3 or higher on three or more AP Exams)
  - AP Scholar with Honor (score at least 3.25 on all AP Exams taken, and score 3 or higher on 4 or more AP exams)
  - Seal of Biliteracy

##### B. Diploma with DISTINCTION

- **Complete a [Success-Ready Pathway](#)**
- **Demonstrate one of the following:**
  - Technical Certificate (e.g. Associates Degree)
  - AP Scholar with Distinction (score at least 3.25 on all AP Exams taken, and score 3 or higher on 5 or more AP exams)
  - Youth Apprenticeship leading to Registered Apprenticeship

#### **4.13 EARLY GRADUATION INFORMATION (ACT 275 of 1997)**

The England School District recognizes the need for some students to graduate early. An Early Graduation Application, available in the counselor's office, must be completed and filed in the principal's office no later than August 1<sup>st</sup> prior to the year of graduation. Students who have met all credit requirements for graduation shall be allowed to graduate.

Students who desire to graduate early may take English II or III by correspondence course or summer school. English IV may only be taken in residence at England High School.

#### **4.14 ACCELERATION GUIDELINES**

##### **Definition**

"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).

Students in grades seven through twelve (7-12) who take advanced placement (AP) courses; International Baccalaureate (IB) courses; honors or concurrent credit college courses;1 accelerated learning courses or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) or the Division of Career and Technical Education (DCTE) shall be graded according to the following schedule:

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

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

A = 5 points  
B = 4 points  
C = 3 points  
D = 2 point  
F = 0 points

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

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

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

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.

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

- Exceed the curriculum standards for a non-weighted class; and
- Lead to an approved industry-recognized certification or concurrent credit.

A student shall receive weighted credit for each approved career and technical education course upon the student:

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

A student who transfers into the district will be given weighted credit for the AP courses; IB courses; honors or concurrent credit college courses; 1 accelerated learning courses and other courses approved by DESE and DCTE for weighted credit that were taken for weighted credit at the student's previous school(s) according to the preceding scale.

Legal References: DESE Rules Governing Grading and Course Credit

A.C.A. § 6-15-902

A.C.A. § 6-16-806

A.C.A. § 6-16-1201 et seq.

## **4.15 GRADING**

### **GRADING PROCEDURES**

Nine-week grades will include daily work, class participation, daily or unit tests, projects, etc. Semester exams will be given at the end of each semester. Semester exams will count 1/5 of the total semester grade. An "M" may be given for incomplete work and may be used when a student misses a class or classes. However, if work is not made up within five (5) school days, a zero will be recorded at the end of the semester.

### **GRADE REPORTING**

Interim reports will be sent home with students during the 5<sup>th</sup> week of each grading period. If the grade is a D or below, the interim report(s) must be signed by a parent or guardian and returned within two days of the report's issue.

At any time during the course of the 9 weeks, if a student grade is 69 or below, a parent contact must be made by the course teacher.

Report cards are issued at the end of each nine weeks grading period. Parents are given the opportunity to pick up the report cards on parent-teacher conference day at the end of the 1<sup>st</sup> and the interim of the 3<sup>rd</sup> nine weeks grading periods. Students will pick up their report cards at the end of the 2<sup>nd</sup> and 4<sup>th</sup> nine weeks grading periods. It is the responsibility of the student to take them home for the parents' viewing.

Parents/Guardian may have their student pick up a weekly report from the office every Friday. These reports must be picked up prior to the beginning of the first period bell. The student will take the report to each of his/her classes for the teachers to fill in the grade for that week. It is the responsibility of the student to take the reports home to the parent/guardian.

HAC is a means of communication between teachers and parents. Parents may receive a password from the technology coordinator to access information, including the achievement level of their children on this website.

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

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

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

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

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points

All classes accelerated learning courses and other approved courses for weighted credit shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

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

- A = 5 points
- B = 4 points
- C = 3 points
- D = 2 points
- F = 0 points

Legal References: A.C.A. § 6-15-902  
State Board of Education: Standards of Accreditation 12.02  
Arkansas Department of Education Rules and Regulations Governing Uniform Grading Scales for  
Public Secondary

#### 4.16 HOMEWORK

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

All homework and classwork assignments must be completed in the students own handwriting unless accommodations are given in the student's IEP or 504. Failure to follow this policy will result in the student receiving a 0.

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

Legal Reference: State Board of Education Rules & Regulations: Accreditation Standards 10.07 Schools

#### 4.17 SEMESTER TEST EXEMPTIONS

Semester test exemptions will be determined for each class on an individual basis. **(NOTE: Distance Learning courses and online Advanced Placement classes are not subject to semester test exemptions.)**

Any students will be exempt from semester test provided they meet the requirements listed in the following table:

Grade Average	Absences Allowed (Excused or Unexcused)
A	4
B	2

- ★ See attendance policies above: Suspensions count as unexcused absences.
- ★ 2 Bereavement days are allowed and will not be used in the absence count for exemptions.
- ★ No semester tests will be given early.

#### 4.18 ALTERNATIVE LEARNING ENVIRONMENTS

The district shall have an alternative learning environment (ALE) which shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems.

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

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

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

- Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- Abuse: physical, mental, or sexual
- Frequent relocation of residency
- Homelessness
- Inadequate emotional support
- Mental/physical health problem
- Pregnancy
- Single parenting

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

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

Legal References:       A.C.A. § 6-18-508, 509  
                              A.C.A. § 6-20-2305(b)(2)  
                              ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination  
                              of Allowable Expenditure of These Funds – 3.01, 3.05, 4.00, and 8.0

#### **4.18.1 ALE PROGRAM EVALUATION**

The ALE program shall be evaluated at least annually to determine its overall effectiveness. The evaluation shall specifically address how the use of ALE funds is in alignment with the district's ACSIP in addressing identified achievement gaps and student performance deficiencies.

Legal Reference:       A.C.A. § 6-15-426(f)

#### **4.19 HOMEBOUND STUDENTS**

It is the policy of England High School to accept a statement from a physician regarding placement of the student on Homebound Status. When a doctor believes it would be in the best interest of the student to no longer attend regular school day classes due to medical issues such as serious illness, surgery, injuries and/or pregnancy complications or the nearness of the expected delivery, the student will be placed as Homebound until we receive further notification from the physician to state otherwise. It is the responsibility of the student and his/her family to provide England High School with a statement from the physician.

When a student is placed on a medical Homebound Status, it is the responsibility of the student and his/her family to coordinate with his/her teachers, pick up all school assignments, and return all completed assignments to England High School. Assignments should be picked up from the Principal's Office each Monday, and completed work should be returned at that time. The student should call or email his/her classroom teacher to arrange to take any assigned test.

In order for the student to have access to classroom teachers, the student will be provided with a list of the teachers, their conference times, and their email addresses. The student may contact teachers via email, call teachers during their

conference time, or make an appointment to come to school and meet during the teacher's conference time. The student is required to complete all work in a timely manner to receive credit while homebound.

## **4.20 HOME SCHOOLING**

### **Enrollment in Home School**

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

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

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

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

The notice shall include:

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

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

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

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

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

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

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

- A transcript listing all courses taken and semester grades from the home school;

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

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

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

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

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

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

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

#### **4.21 GIFTED AND TALENTED EDUCATION PROGRAM**

Gifted and Talented children are those of high potential or ability, whose learning characteristics and educational needs require qualitatively differentiated learning experiences and/or services. Research has shown that possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.

It is the mission of the Gifted Education Program at England Public Schools, the GT program, to identify students who exhibit characteristics of giftedness and to offer educational experiences within the framework of a differentiated curriculum designed to meet both the cognitive and affective needs of gifted students. Also the England School District will abide by the guidelines set forth in the Arkansas Department of Education that governs gifted education programs.

The goals of the GT Program include helping the students:

- To develop and use the higher order thinking skills of analysis, synthesis, and evaluation to reason and to show evidence of their thought processes.
- To exhibit creative thinking by using fluency, flexibility, elaboration, and originality in a variety of ways
- To develop the student's communication skills
- To meet the affective needs that are characteristic of gifted students
- To develop research skills

- To develop an awareness of self
- To establish and maintain communication between parents of students in the program and the GT staff

## Identification

The process for identifying students has several stages. Public announcements are placed in the local newspaper, school newsletters, and on the district website. School personnel/teachers/parents/and students are provided with an identification process including characteristics of the gifted. Referrals are an on-going yearly process.

Data collection is taken from a variety of sources. Referrals are accepted from teachers/school personnel/parents/students. Data collection includes current standardized test scores, a non-verbal abilities test, grade summary, creativity test, and parent/teacher checklist. All current data is used to determine the placement of a child according to the appropriate program options. Identification procedures are clearly stated and disseminated to teachers in grades K-12.

## Identification Procedures

1. Referrals will be requested from parents, teachers, students, other school personnel, and community members. Teacher training will precede nomination. Parents will receive information concerning referrals in the local paper, as well as in school newsletters. Parents will be requested to contact the school if they are interested in referring their child. Students will also be advised that they can refer themselves for testing.
2. The Coordinator will check school records for names of students who were not referred by teachers and parents but exhibit qualities consistent with gifted students.
3. The referred students and students added from the records search will comprise the referral pool.
4. Teachers will fill out a Renzulli checklist of learning characteristics, creativity, and motivation.
5. Parents will fill out a parent checklist, which will provide information on the student's learning characteristics, creativity, and motivation. Parents will be asked for information about the student's home activities, community involvement, and other projects of which the school may be unaware. Parents will sign a form giving the school permission to consider the child for possible inclusion in the gifted program and to administer tests. If permission is granted, testing will follow.
6. The TTCT (Torrence Test of Creativity) and the NNAT2 (Naglieri Nonverbal Abilities Test) will be administered to referred students whose parents have given permission for testing. Other tests may be supplemented as individual cases suggest. Private testing, paid for by the parents, such as IQ scores obtained from a licensed tester, may also be considered by the district. Inconsistent data may indicate further testing. All referred students will go through a screening consisting of grade review, KOI checklists, and parent and teacher completion of a Renzulli rating scale, the NNAT2, and TTCT.
7. All of the above information will be compiled on a profile sheet for each student, along with any other pertinent information. A committee of 5 professional educators chaired by the GT Coordinator will study each profile. Students are blindly selected (names are removed, but pertinent information such as low SES, 504, IEP status are kept) for the program based on their need for a differentiated curriculum.
8. Parents will receive letters with placement decisions. After the ID committee makes placement decisions, placement/non-placement letters go home to parents. Students may only participate in GT if a parent or guardian sends the signed form giving permission.
9. If someone disagrees with the placement decision, an appeal may be filed by following the appeals process listed in this handbook.

After data is collected and compiled, an identification committee reviews and analyzes the data and makes professional decisions on placement of students. The identification committee will consist of 5 professional educators chaired by the GT Coordinator. If someone is in disagreement with a placement decision they should schedule to meet with the GT Coordinator to discuss the placement decision. If after discussion of the decision, the appellant is still in disagreement with the decision, they will submit a written appeal to the GT Coordinator, stating their reasons for disagreement with the placement decision and sharing any additional supporting data. If the appellant is not the student's parent or guardian, parental permission will be obtained before moving forward with the appeals process. Any additional information provided by the appellant, along with all other data, including at least two subjective measures, two objective measures, and a creativity assessment, will be reviewed by a committee of at least 5 professional educators chaired by the GT Coordinator. The committee will review all data and make a decision regarding the appeal the committee's decision will be communicated in writing to the appellant, parents, students, and educators affected by the decision. If the decision is to place the student in the program, parental permission will be obtained before the student begins participating in the program.

The identification committee consists of at least 5 professional educators chaired by a specialist trained in Gifted and Talented education and including the principal and counselor.

The identification process yields information obtained through a variety of procedures and from multiple independent sources. Objective Measures/Assessments include: nonverbal abilities tests; creativity tests; and other appropriate tests. Subjective Measures/Assessments include parent and student checklists; projects/portfolios or work samples; teacher checklists; grades; etc.

Student placement decisions are based on multiple criteria. No single criterion or cut-off is used to include or exclude a student.

It is the objective of the school district to insure that the gifted and talented identification procedures are nondiscriminatory with respect to race, culture, economic background, religion, national origin, sex, or handicapping condition.

After the decision of the selection committee is made, parents, teachers, and school personnel are notified in writing of the selection results.

Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of final placement.

Identification of gifted and talented students is an on-going process extending through grades K-12. Review of students' placement is made annually. An exit policy is in place and the exit procedure will be followed. All appropriate parties will be present for the conference. The Gifted and Talented Coordinator will keep all records of placement decisions and data on each student referred and placed in the program. Records are kept for a minimum of five years or as long as needed for educational decisions.

### **Exit Procedures**

Every attempt will be made to place in GT only students who have special needs that can be met by the program. However, if it becomes necessary in the best interest of a child to remove a student from GT, the following procedures will be used. If parents request a student be exited from the program, the student can be removed immediately. If the school initiates an exit, multiple data will be reviewed by a committee of at least five professional educators chaired by the GT Coordinator. The committee will create action plans addressing areas of weakness, and a time line for re-evaluating the student's progress. At the end of the specified time set by the committee for the specific situation the committee will meet again and review all data related to the student's placement and make a determination about future placement. In the future, the student can be reconsidered for re-entry into the program by following district identification procedures beginning with a referral for services.

### **Overview of Services**

**High School (9-12)** Gifted and Talented students are served primarily through Advanced Placement (AP) courses which follow a prescribed scope and sequence meeting the College Board requirements. Also, many teachers are trained in providing Secondary Content appropriate for gifted students. Students may choose to participate in Quiz Bowl, EAST, or other interest based groups. Students are encouraged to participate in concurrent credit courses through any local college or university.

**Junior High School (7-8)** Gifted and Talented students in the seventh and eighth grades are served primarily through pre-AP, or pre-Advanced Placement courses and Secondary Content. There is also the opportunity for Quiz Bowl and other interest groups at the Junior High Level.

For a complete description of GT policies and procedures, please refer to the Gifted and Talented Handbook, available online at [www.englishlions.net](http://www.englishlions.net) or in print from either campus office or Wendy Kittler, England Gifted Coordinator, at [aundra.boeckman@englishlions.net](mailto:aundra.boeckman@englishlions.net)

### **4.22 INFORMATION FOR SENIORS**

No student classified as a senior will participate in any graduation procedures such as ordering caps, gowns, invitations or graduation exercises unless the requirements are being met. All seniors must turn in all school issued materials and pay all fines/dues to walk at graduation.

Students who need additional credits and plan to complete the needed credits by correspondence may order caps, gown and invitations, but before they can participate in the graduation exercises, the school must have, in writing, their grades from the institution from which they are taking the needed credits.

Correspondence courses or summer school offerings used to meet graduation requirements may not exceed two (2) credits. January 15 will be the latest date to order correspondence so that it may be completed by seniors for graduation. Summer school credit will be applied toward graduation when earned on a required course that has been previously taken and failed.

English IV must be taken in residence at England High School, English II or III may be taken by correspondence course.

All correspondence courses final grades are due into the Principal's Office no later than one week prior to graduation.

#### **4.22.1 HONOR ROLL AND HONOR GRADUATES**

##### **HONOR ROLL**

Students in grades 7-12 who maintain a 3.0 grade point average (GPA) for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

Students in grades 7-12 maintain a 3.5 GPA for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

##### **SELECTION OF HONOR GRADUATES**

In order to qualify for Valedictorian or Salutatorian, or an Honor graduate of England High School, students must successfully complete that Honor graduate required curriculum. Additionally, Valedictorian and Salutatorian must complete the last four (4) semesters on the campus of EHS. Honor graduates must have an overall GPA of 3.50.

##### **HONOR GRADUATE REQUIRED CURRICULUM**

The Graduation Requirements include four units of English; three units of Science (Physical Science, Biology, and another science); four units of mathematics (Algebra I and II, Geometry and one upper level math course); three units of social studies (Civics, U.S. History, and World History).

1. Must meet Arkansas Graduation requirements.
2. Must have an overall GPA of 3.5.
3. Must take and receive a credit in at least 8 of the following courses:
  - Pre-AP or Honors English I
  - Pre AP or Honors English II
  - AP English Composition
  - AP English Literature
  - College English Comp I and/or II
  - College Speech\*
  - Pre AP or Honors Civics
  - AP U.S. History
  - AP World History
  - College American History
  - College Western Civilization
  - Honors Algebra I
  - Algebra III
  - Honors Geometry
  - Pre-Calculus
  - AP Calculus
  - College Algebra
  - Physics
  - Honors Biology
  - AP Biology
  - AP Art 2D
  - AP Art 3D

- AP Drawing
- AP Music Theory
- Any Foreign Language II
- Any Foreign Language III
- AP Foreign Language
- Any Concurrent Class

#### **4.22.2 VALEDICTORIAN AND SALUTATORIAN**

The honor student with the highest GPA and who has been enrolled in public school in grades 9 through 12 and in England High School for his/her entire senior year shall serve as the valedictorian of his/her graduating class. Students who finished their 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade year enrolled in a high school which has been closed due to consolidation/annexation with the England District shall be selected valedictorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent academic achievement in England High School. Their selection shall be separate from and in addition to selection of the valedictorian from non-consolidated/annexed students enrolled in England High School.

The honor student with the second highest GPA and who has been enrolled in public school in grades 9 through 12 and in England High School for his/her entire senior year shall serve as the salutatorian of his/her graduating class. Students who finished their 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade year enrolled in a high school which has been closed due to consolidation/annexation with the England District shall be selected salutatorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent academic achievement in England High School. Their selection shall be separate from and in addition to selection of the salutatorian from non-consolidated/annexed students enrolled in England High School.

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

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

#### **4.22.3 COLLEGE AND CAREER DAY**

Seniors will be allowed two (2) College days to pursue post-secondary education information. Seniors must follow the procedure listed below:

1. Complete a College Day form and return to the principal's office at least three (3) days in advance of the planned trip.
2. Notify their teachers on make-up assignments.\*
3. Avoid missing any major tests.\*
4. Parent must sign the College Day request form.
5. College days may not be taken during the last three weeks of the 1st semester or after the 3rd nine weeks unless it is a college day where the higher institution invites students from all over to attend. Students cannot set up their own college days outside of these days.
6. No college days may be taken during state or national testing.

\* This is the responsibility of the student

#### **4.23 MATH AND SCIENCE SCHOOL STUDENTS**

Students attending the Math and Science School must notify England High School by October 1st to indicate if they plan to participate in graduation at England High School. Failure to notify England High School by October 1st will constitute a waiver of the election to participate.

Students attending the Math and Science School will be sent a questionnaire at the beginning of their fourth year of high school in which they are to indicate which activities they plan to attend. Failure to return the questionnaire by October 1 will constitute a waiver of the election to participate; Students who will graduate early and who intend to participate in any activities must notify the senior high principal in writing by October 1 that they will graduate early and plan to participate in graduation ceremonies.

Math and Science students who participate in the graduation ceremony are not eligible to be recognized as valedictorian or salutatorian. Upon presentation of an official transcript from the Math and Science School by one week prior to graduation, students will be recognized as honor graduates. Math and Science students will not be presented a diploma but will be presented a certificate of recognition.

## SECTION 5 - EXTRACURRICULAR ACTIVITIES

### 5.1 ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules and regulations of the Arkansas Activities Association (AAA) governing interscholastic activities.

Legal References: State Board of Education Standards for Accreditation 10.05 and 10.06  
Arkansas Activities Association Handbook

### 5.2 EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

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

Sponsors of clubs and organizations will provide the rules/regulations aka by-laws to the students and will make decisions concerning eligibility in accordance with the state or national organization.

#### **School Choice Transfers:**

A student who transfers under a legal school choice option shall not be denied participation in an extracurricular activity where the student transfers based exclusively on the student's decision to transfer. A student who transfers after **June 1** of the year the student enters grades seven through ten (7-10) shall complete a Changing Schools/Athletic Participation form as defined by AAA, which must be signed by the:

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

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

A student who transfers into the District and is enrolled in the District by June 1 of the school year the transfer student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10) shall be immediately eligible to participate in an extracurricular activity that is an athletic activity. If a transfer student is not enrolled in the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10), then the transfer student shall not be eligible to participate in an extracurricular activity that is a varsity athletic activity for up to three hundred sixty-five (365) days.

#### **Definitions:**

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

Academic Courses are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State certification in the course, and has a course content guide which has been approved by the Arkansas Department of Education. Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by the Arkansas Department of Education. If a student passes an academic course offered on a block schedule, the course can be

counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

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

### **5.3 ACADEMIC REQUIREMENTS:**

#### **Junior High**

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if the student has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by the Arkansas Department of Education's Standards of Accreditation of Arkansas Public Schools.

The first semester ninth-grade student meets the scholarship requirements for junior high if the student has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by the Arkansas Department of Education's Standards of Accreditation of Arkansas Public Schools.

The second semester ninth-grade student meets the scholarship requirements for junior high if the student has successfully passed (4) academic courses the previous semester which count toward the student's graduation requirements.

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

#### **Senior/Junior High**

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

1. Have earned a minimum Grade Point Average of 2.0 from all academic courses the previous semester
2. If the student has passed four (4) academic courses the previous semester but does not have a 2.0 GPA the student must be enrolled and successfully participating in a supplemental instruction program to maintain their competitive interscholastic extracurricular eligibility.
3. No student is permitted to take part in inter-school competition/activities if absent for more than half of the school day on the date of the contest/activity in question unless excused by administration.

#### **Students With An Individual Education Program**

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

### **5.4 HOMESCHOOL STUDENTS PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AT EHS**

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

A homeschool student who wishes to participate in an England School District Interscholastic or extra-curricular activity will be required to be at school not more than one(1) period per school day in addition to all other Arkansas Activity Association Rules and Regulations regarding the participation of home school students. The student must be enrolled at England School District following the regular guidelines. The home school student's athletic or extra-curricular period may count as fulfillment of the requirement on IF it is offered. If it is not offered, the student will be required to take one elective course on campus. The student must also retain enrollment in the course for the duration of the school calendar year if the student wishes to participate in any and all banquets, pep rallies, games, assemblies, etc.

A home schooled student shall not be eligible to participate for up to three hundred sixty-five (365) days if:

1. The District is the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10);
2. The District is not the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity that is a varsity athletic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10); or
3. The home schooled student withdrew from an AAA member school and participated in an interscholastic activity that is a varsity athletic activity at the student's resident district during the previous three hundred sixty-five (365) days and is seeking to participate in an interscholastic activity that is a varsity athletic activity in the District.

A student who is prohibited from participation in an interscholastic activity due to number 1 shall not become eligible to participate in any interscholastic activity until the completion of the three hundred sixty-five (365) day period. A student who is prohibited from participation in an interscholastic activity that is a varsity athletic activity due to numbers 2 or 3 shall not be eligible for full participation in an interscholastic activity that is a varsity athletic activity until the completion of the three hundred sixty-five (365) day period. A student who is not eligible for full participation may participate in tryouts, practices, classes, or other endeavors associated with the interscholastic activity until the completion of the three hundred sixty-five (365) day period.

### **5.5 EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS**

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

"Private school" means a nonpublic elementary or secondary school that is a registered nonprofit and accredited or licensed by an accrediting association recognized by the State Board of Education.

"Private school student" means a student attending a private school.

Each school in the District shall post on its website its schedule of interscholastic activities, including signup, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.<sup>1</sup>

Private school students whose parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone<sup>2</sup> if the private school the student attends does not offer the interscholastic activity.

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

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

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

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

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

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

A private school student who has met the tryout criteria and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- Standards of behavior and codes of conduct;
- Attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- Required drug testing;<sup>4</sup>
- Permission slips, waivers, physical exams; and
- Participation or activity fees.

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

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

Legal References: A.C.A. § 6-16-151  
A.C.A. § 6-18-232  
A.C.A. § 6-18-238  
A.C.A. § 6-18-713  
Arkansas Activities Association Handbook

## 5.6 FIELD TRIPS

Field trips may be taken during the year. Parent(s) or guardian(s) **must** sign permission slips, and the slips must be returned to the field trip sponsor. No field trips will be taken during the last two weeks of each semester with the exception of AR. Sponsors must notify the faculty and staff within 2 weeks prior to any field trip. In addition, no field trips will be taken during state or national testing. Students who have been suspended out of school or have been assigned 3 or more days of ISS will not be allowed to participate in field trips. Sponsors and administration may make exceptions on a case-by-case basis.

## 5.7 FUNDRAISING

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

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

Student participation in any fund raising activity shall:

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

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

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

## 5.8 DANCES

All organizations having dances sponsored by England High School must follow these rules:

1. A student who comes to the dance must remain inside the building. The student may not return after leaving.
2. All student rules and regulations will be in effect.
3. Students who bring guests are responsible for their conduct.
4. Other special rules relative to use of the particular facility being used may be announced before particular dances.
5. NO alcohol, tobacco or any illegal drugs.
6. Students will conduct themselves in a manner which reflects the situation. NO profanity, or rudeness.
7. Be courteous to fellow classmates and their guests.
8. Once you leave a dance, you may NOT return.
9. Be respectful toward and obey the requests of the chaperones and any other adults present.
10. Normal school rules apply and the handbook will be enforced.

## 5.9 JUNIOR-SENIOR PROM

The Junior-Senior Prom is held every year and is paid for by the junior class. The band, DJ, and theme are decided by the junior class.

The senior class will be the invited guest of the junior class. Everyone attending the prom must be signed up in the junior class sponsor's room two days prior to the prom. Students in the 9<sup>th</sup> and 10<sup>th</sup> grades may attend only as an invited guest of a junior or senior who is attending the prom. However, no one over the age of 20 will be permitted to the prom. Prom is limited to EHS students grades 9 and above who are invited guests of juniors and seniors. Should prom dates live in or attend a school district other than England, he/she must be a student in good standing in their respective school. Unless each EHS student and their date receive approval from the principal, he/she will not be allowed to attend the prom.

The EHS Conduct Code for the Prom is as follows:

1. Formal dress is required for Prom.
2. NO alcohol, tobacco or any illegal drugs.
3. Students will conduct themselves in a manner which reflects the situation. NO profanity, or rudeness.
4. Be courteous to fellow classmates and their guests.
5. Once you leave prom you may NOT return.
6. Be respectful toward and obey the requests of the chaperones and any other adults present.
7. Normal school rules apply and the handbook will be enforced.

## 5.10 EHS HOMECOMING

England High School will have a single homecoming event grades 7<sup>th</sup> – 12<sup>th</sup>. This event will take place at the England High School Football Stadium the same night as the football homecoming game. Two (2) girls from each grade 7<sup>th</sup> – 11<sup>th</sup> and four (4) girls from grade 12<sup>th</sup> will be allowed to represent their class at homecoming events. The girls may represent their class every other year except for their 12<sup>th</sup> grade year.

The girls selected as homecoming royalty must have no OSS or ISS from the current semester. They must have been a student in the England School District during the prior spring semester, and they will be required to meet with the homecoming coordinator regarding specific information for the ceremony. The girls will be required to help with float decoration and rehearsals.

The Homecoming Queen will be selected by the EHS student body. All votes from the student body will be counted electronically, and the results will be kept for any discussions.

The dresses worn by the girls for homecoming must meet the school dress code. Gentlemen walking the girls during the ceremony must be related to the girl (father, grandparent, brother, uncle, etc.) and be over the age of 21.

Homecoming Dress Guidelines:

- Dresses must be pre-approved by the homecoming advisor.
- Dresses may be strapless (if they fit properly) or include spaghetti straps.
- Dresses may be lower in the back, as long as they are not cut below a line drawn around from the naval.

- 2-piece dresses MUST overlap at the waist: meaning top MUST overlap with skirt waistband. Midriffs will not be exposed. This includes both front and side. With arms down at your side, if flesh touches flesh, the dress is inappropriate. Also, when arms are raised (such as in slow dancing) the midriff will not be exposed.
- Dresses may not have a slit that exceeds mid-thigh. This is fingertip length.
- Dresses may not be cut below the bust line.
- Undergarments should not be visible. See-through apparel is not permitted.
- Garments that are tight or low-cut are also unacceptable.
- Side cuts would not be considered modest but could be altered by inserting fabric to cover the cut areas
- Dress length must be mid-thigh (approximately 5" inches above the middle of the knee both in the front and the back).
- Girls may alternatively wear slacks and a modest dress shirt.

**FORM A 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 England School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, etc., is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year 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 18 or older)

**FORM B-1 OBJECTION TO PARTICIPATION IN SURVEYS, ANALYSIS, OR EVALUATIONS**

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 participation by the student named below in the following survey, analysis, or evaluation.

I choose not to have my student participate in the following survey, analysis, or evaluation.

Name of specific survey \_\_\_\_\_

\_\_\_\_All surveys

\_\_\_\_\_  
Name of student (Printed)

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

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

**FORM B-2 PERMISSION TO PARTICIPATE IN A SURVEY, ANALYSIS, OR EVALUATION**

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby grant my permission for the student named below to participate in the following survey, analysis, or evaluation.

Name of survey:

---

Name of student (Printed)

---

---

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

---

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

**FORM C: Student Acceptable Use of Internet and Electronic Device Use Policy**

**England School District Student Acceptable Use of Internet and Electronic Device Use Policy Signature Form**

Student Agreement:

The acceptable and unacceptable uses of the District's equipment, network and the Internet access are described in this "Acceptable Use Agreement" for the District. By signing this agreement, I acknowledge that I have read, understand, and agree to abide by the provisions of the attached Acceptable Use Policy. I realize that all the rules of conduct described in the District's Acceptable Use Policy, policies, procedures and handbooks apply when I am using the District's network and understand that failure to abide by these rules will result in disciplinary action.

Student Name (Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name (Print): \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Last Revised: April, 2017

**FORM D:REQUEST FOR RECONSIDERATION OF LIBRARY/MEDIA CENTER MATERIALS**

Name: \_\_\_\_\_

Date submitted: \_\_\_\_\_

Media Center material being contested:

\_\_\_\_\_

Reasons for contesting the material: (Be specific about why you believe the material does not meet the selection criteria listed in policy 4.1—*Selection of Library/Media Center Materials*):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is your proposed resolution?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of receiving principal \_\_\_\_\_

Signature of Superintendent (if appealed) \_\_\_\_\_

**FORM E: REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS**

Name: \_\_\_\_\_

Date submitted: level one \_\_\_\_\_ level two \_\_\_\_\_ level three \_\_\_\_\_

Instructional material being contested:

\_\_\_\_\_

Reasons for contesting the material (be specific):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is your proposed resolution?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of receiving principal \_\_\_\_\_

Signature of curriculum coordinator \_\_\_\_\_

Signature of Superintendent \_\_\_\_\_

**HONOR ROLL AND GRADUATE OPT OUT FORM**

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to having the student named below publicly identified as an honor roll or honor graduate student.

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Name of student (Printed)

---

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

---

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

**ENGLAND SCHOOL DISTRICT HOME LANGUAGE SURVEY**

Student's Name: \_\_\_\_\_

Sex: Male Female

Date of Birth: \_\_\_\_\_

Age: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

1. What Language did your child learn when he / she first began to talk? \_\_\_\_\_

2. What language is most frequently used by adults with each other at home? \_\_\_\_\_

3. What language is most frequently used by students with siblings? \_\_\_\_\_

4. What language is spoken in your home most of the time? \_\_\_\_\_

5. What language does the student speak most of the time? \_\_\_\_\_

6. What language do parents speak to the student most of the time? \_\_\_\_\_

Signature of Parent / Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

**ENCUESTA DE IDIOMA HABLADO EN CASA**

**HOME LANGUAGE SURVEY**

Nombre del estudiante: \_\_\_\_\_

Sexo: Masculino Femenino      Fecha de nacimiento: \_\_\_\_\_      Edad: \_\_\_\_\_

Escuela: \_\_\_\_\_      Grado: \_\_\_\_\_

1. Qué idioma aprendió su hijo/a cuando empezó a hablar? \_\_\_\_\_
  
2. Qué idioma hablan más frecuentemente los adultos en casa? \_\_\_\_\_
  
3. Qué idioma habla más frecuentemente el estudiante con sus hermanos? \_\_\_\_\_
  
4. Qué idioma se habla en casa la mayoría del tiempo? \_\_\_\_\_
  
5. Qué idioma habla el estudiante la mayoría del tiempo? \_\_\_\_\_
  
6. En qué idioma le hablan los padres al estudiante la mayoría del tiempo? \_\_\_\_\_

Firma del padre/guardian: \_\_\_\_\_

Fecha: \_\_\_\_\_



**RESIDENCY FORM**

Your answers will help determine if the student meets eligibility requirements for services under the McKinney-Vento Act.

List all of your children's birth through age 21.

Name of Child	School	Age	Grade	Date of Birth

Parent/Guardian \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Zip Code \_\_\_\_\_ Phone Number: \_\_\_\_\_

Is this address Temporary or Permanent? (circle one)

Please choose which of the following situations the student currently lives in (you can choose more than one):

- \_\_\_\_\_ House or apartment with parent or guardian
- \_\_\_\_\_ Motel, car, or campsite
- \_\_\_\_\_ Shelter or other temporary housing
- \_\_\_\_\_ With friends or family members (other than or in addition to parent/guardian)

If you are living in shared housing, please check all of the following reasons that apply:

- \_\_\_\_\_ Loss of housing
- \_\_\_\_\_ Economic situation
- \_\_\_\_\_ Temporarily waiting for house or apartment
- \_\_\_\_\_ Provide care for a family member
- \_\_\_\_\_ Living with boyfriend/girlfriend
- \_\_\_\_\_ Loss of employment
- \_\_\_\_\_ Parent/Guardian is deployed
- \_\_\_\_\_ Other (Please explain)

Are you a student under the age of 18 and living apart from your parents or guardians?

Yes                      No

### Housing and Educational Rights

Students without fixed, regular, and adequate nighttime residences have the following rights:

- 1) Immediate enrollment in the school they last attended or the local school where they are currently staying even if they do not have all of the documents normally required at the time of enrollment without fear of being separated or treated differently due to their housing situations;
- 2) Transportation to the school of origin for the regular school day;
- 3) Access to free meals, Title I and other educational programs, and transportation to extra-curricular activities to the same extent that it is offered to other students.

Any questions about these rights can be directed to the local McKinney-Vento liaison at [Insert phone number] or the State Coordinator at 501-683-5428.

By signing below, I acknowledge that I have received and understand the above rights.

*Arkansas law provides that anyone who knowingly gives a false residential address for purposes of public school enrollment is guilty of a violation and subject to a fine of up to \$1,000 (Ark. Code Ann. § 6-18-202(f)).*

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*Signature of Parent/Guardian/Unaccompanied Youth* *Date*

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*Signature of McKinney-Vento Liaison* *Date*