Valley View Public Schools

2026-2027 Student Handbook
Board Policy Section 4+

Board Policy Manual

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Policy 4.01: RESIDENCE REQUIREMENTS

Status: ADOPTED

Original Adopted Date: 02/08/2011 | **Last Revised Date:** 07/06/2023 | **Last Reviewed Date:** 07/06/2023

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 legal, 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 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. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

Under instances prescribed 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.

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.

References	Description
A.C.A. § 6-18-202	A.C.A. § 6-18-202
A.C.A. § 6-18-203	A.C.A. § 6-18-203
A.C.A. § 6-28-108	A.C.A. § 6-28-108

References	Description
A.C.A. § 6-4-302	A.C.A. § 6-4-302
A.C.A. § 9-28-113	A.C.A. § 9-28-113

Cross References	Description
4.02	ENTRANCE REQUIREMENTS
4.40	HOMELESS STUDENTS
4.52	STUDENTS WHO ARE FOSTER CHILDREN

Policy 4.02: ENTRANCE REQUIREMENTS

Status: ADOPTED

Original Adopted Date: 02/08/2011 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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

A. Be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS);
B. Meet the criteria outlined in Policy:

- 4.40—HOMELESS STUDENTS; or
- 4.52—STUDENTS WHO ARE FOSTER CHILDREN;

C. Be accepted as a transfer student under the provisions of policy 4.4; or
D. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

A student may enter kindergarten if the student:

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

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

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

Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state for a period of at least sixty (60) days, who will become 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 his/her the student's parent or legal guardian presenting for enrollment.

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit

number designated by the Division of Elementary and Secondary education.

2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:a. A birth certificate;
3. b. A statement by the local registrar or a county recorder certifying the child's date of birth;
4. 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.
5. 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.
6. 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" 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 injured in the line of duty and medically separated or retired
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

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

"Transition" means the:

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

"Uniformed services" means the United States Army, United States Navy, United States Air Force, United States

Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

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

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

An eligible child as defined in this policy shall:

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

Following the receipt of advanced notice and an enrollment application of an eligible student from a military family, the District shall:

- Provisionally enroll, provide placement for, and enter academic course requests on behalf of the incoming student based on the student's education record provided by the student’s family or the sending district;
- Provide the uniformed services family with information regarding:
    a. Career-ready pathways and other academic or education programs offered;
    b. Required academic courses for each curriculum and elective course options;
    c. School and community-sponsored extracurricular activities, including without limitation individual and team sports, clubs, junior reserve officer training corps opportunities, and Purple Star School program ambassadors; and
    d. Contact information for the designated military family education coordinator and the Purple Star School program military family education facilitator, if applicable; and
    e. Other relevant information regarding the District.

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

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

The District shall not deny the enrollment of a Uniformed Service Member dependent unless the District has reached

the maximum student-to-teacher ratio allowed under federal law; state law; the Standards for Accreditation for Public Schools and School Districts; state rules; or other applicable federal regulations, and the District timely notifies the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the lack of capacity.

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

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

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

International Exchange Students

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

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

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

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

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

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

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

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

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

References	Description
A.C.A. § 6-15-504	A.C.A. § 6-15-504
A.C.A. § 6-18-201 (c)	A.C.A. § 6-18-201 (c)
A.C.A. § 6-18-207	A.C.A. § 6-18-207
A.C.A. § 6-18-208	A.C.A. § 6-18-208

References	Description
A.C.A. § 6-18-235	A.C.A. § 6-18-235
A.C.A. § 6-18-510	A.C.A. § 6-18-510
A.C.A. § 6-18-702	A.C.A. § 6-18-702
A.C.A. § 6-28-101 et seq.	A.C.A. § 6-28-101 et seq.
A.C.A. § 6-4-302	A.C.A. § 6-4-302
A.C.A. § 9-28-113	A.C.A. § 9-28-113
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline
Plyler v Doe 457 US 202,221 (1982)	Plyler v Doe 457 US 202,221 (1982)

Cross References	Description
4.01	RESIDENCE REQUIREMENTS
4.04	STUDENT TRANSFERS
4.05	SCHOOL CHOICE
4.06	HOME SCHOOLING
4.34	COMMUNICABLE DISEASES AND PARASITES
4.40	HOMELESS STUDENTS
4.52	STUDENTS WHO ARE FOSTER CHILDREN
4.57	IMMUNIZATIONS
5.20	DISTRICT WEBSITE

Policy 4.03: COMPULSORY ATTENDANCE REQUIREMENTS

Status: ADOPTED

Original Adopted Date: 02/08/2011 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

Every parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (4.1—RESIDENCE REQUIREMENTS), within the District shall enroll the child and ensure the attendance of the child at a District school with the following exceptions.

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6—HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, legal guardian person having lawful control of the child, or person standing in loco parentis of the child elects not to have the child attend kindergarten. A kindergarten wavier form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma, GED, 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).

References	Description
A.C.A. § 12-18-201 et seq.	A.C.A. § 12-18-201 et seq.
A.C.A. § 6-18-207	A.C.A. § 6-18-207

Policy 4.04: STUDENT TRANSFERS

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 02/02/2026 | **Last Reviewed Date:** 02/02/2026

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

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

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

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

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

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

Any student transferring to a District school shall be evaluated by District staff, including a review of a student's transcript, grades, course credits, and test scores, to determine the student's appropriate grade placement. Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities. A student transferring from home school will be placed in accordance with Policy 4.6—HOME SCHOOLING.

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

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

The Valley View School District is a member of the Arkansas Activities Association. All transfers for athletic purposes must follow AAA guidelines (www.ahsaa.org) (501-955-2500).

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

Cross References	Description
4.02	ENTRANCE REQUIREMENTS
4.06	HOME SCHOOLING

Policy 4.05: SCHOOL CHOICE

Status: ADOPTED

Original Adopted Date: 07/06/2023 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

Exemption

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

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.

“Parent” includes parents, legal guardians, persons having lawful control of a student, and persons standing in loco parentis to a student.

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

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

1. Number of transfer applications received;
2. Number of applications accepted;
3. Number of applications rejected; and
4. Reason(s) for each rejection.

The data for items one through four above shall be subdivided by whether the transfer application is to a non-resident:

- School within the District under Standard School Choice;
- District under Standard School Choice;
- School within the District under Opportunity School Choice; or
- District under Opportunity School Choice.

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. 6

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. 7

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

Except for students who are transferring under Uniformed Service Member Dependent School Choice, no earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By no later than the fifteenth (15th) calendar day following the receipt of an application, the Superintendent shall notify the following, in writing, of the decision to accept or reject the application:

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

Accepted Applications

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

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

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

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

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

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

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

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

residential address.

Rejected Applications

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

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

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

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

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

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

Transfers Out of the District

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

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 the District

Unless there is a lack of capacity6 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 10 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"; or

    - The parent or the student, if the student is eighteen (18) years of age or older, believes it is in the best interest of the student to transfer to a nonresident school district or nonresident school; and
- Except for students who are transferring under Uniformed Service Member Dependents School Choice, the student's parent 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 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 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. 11 Unless the student's application was rejected due to the application not being timely received by the District for students transferring within the District or both the resident and nonresident districts for students that are transferring into the District, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

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

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

Transfers out of the District

If a District school receives a rating of "F" or the District has been classified by the State Board as in need of Level 5 Intensive Support, the District shall timely notify parents 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 the student if the student is over eighteen (18) years of age, an opportunity to apply 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 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. 13

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 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 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.

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

The parent shall be notified in writing whether the student's application has been accepted or rejected within fifteen (15) days of the receipt of the application. by:

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

A student's transfer under the Uniformed Services Member Dependent School Choice is effective immediately upon the written notification of an acceptance.

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

A student's parent 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.

References	Description
A.C.A. §6-18-320	A.C.A. §6-18-320
A.C.A. § 6-1-106	A.C.A. § 6-1-106
A.C.A. § 6-13-113	School district desegregation orders - Orders
A.C.A. § 6-15-2915	A.C.A. § 6-15-2915
A.C.A. § 6-18-1901 et seq.	A.C.A. § 6-18-1901 et seq.
A.C.A. § 6-18-1906	Public School Choice Act of 2015 § 6-18-1906

References	Description
A.C.A. § 6-18-202	A.C.A. § 6-18-202
A.C.A. § 6-18-213	A.C.A. § 6-18-213
A.C.A. § 6-18-227	A.C.A. § 6-18-227
A.C.A. § 6-18-233	A.C.A. § 6-18-233
A.C.A. § 6-18-510	A.C.A. § 6-18-510
A.C.A. § 6-21-812	A.C.A. § 6-21-812
DESE Rules Governing Public School Choice	DESE Rules Governing Public School Choice

Cross References	Description
4.02	ENTRANCE REQUIREMENTS
4.52	STUDENTS WHO ARE FOSTER CHILDREN

Policy 4.06: HOME SCHOOLING

Status: ADOPTED

Original Adopted Date: 07/12/2017 | **Last Revised Date:** 07/13/2022 | **Last Reviewed Date:** 07/13/2022

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 service, 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 another 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.

References	**Description**
A.C.A. § 6-15-503	A.C.A. § 6-15-503
A.C.A. § 6-15-504	A.C.A. § 6-15-504
A.C.A. § 6-41-103	A.C.A. § 6-41-103
DESE Rules Governing Home Schools	Division of Elementary and Secondary Education Rules Governing Home Schools

Cross References	**Description**
4.02	ENTRANCE REQUIREMENTS
4.04	STUDENT TRANSFERS
4.59	ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

Policy 4.07: ABSENCES

Status: ADOPTED

Original Adopted Date: 07/06/2023 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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.

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 six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
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:
    - Labor, delivery, and recovery;
    - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
    - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
    - A legal appointment related to pregnancy or parenting, including without limitation:
        - Adoption;
        - Custody; and
        - Visitation;
    - A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
    - At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.
13. Absences for a student who is the child of a fallen service member or fallen first responder:
    - Due to a mental health concern; or
    - 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:

- Social or public policy advocacy; or
- 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.

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

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

a. Bring a written statement to the principal or designee upon the student's return to school from the treating physician stating the reason for the student's absence within two (2) days of returning to school;
b. If the student is attending the District's courses digitally, upload a written statement from the treating physician stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee;
c. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program.; or
d. 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:

    o Provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency; and
    o 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.

A written statement presented or uploaded for an absence having occurred more than two (2) school days prior to its presentation or upload will not be accepted, and the absence will be considered unexcused.

A student shall not be eligible to receive an excused absence for #13 above if:

- The student is not in good academic standing;
- The student does not have a prior record of good attendance; or
- The absence occurs during a date on which standardized testing is administered.

The District shall annually provide a report by June 30 to the Division of Elementary and Secondary Education that contains the following:

- The number of absences requested under number 14;
- The number of absences granted under number 14; and
- The stated purposes of the absence.

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with ten (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 five (5) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds ten (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.

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

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

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

References	**Description**
A.C.A. § 27-16-701	A.C.A. § 27-16-701
A.C.A. § 6-18-209	A.C.A. § 6-18-209
A.C.A. § 6-18-213	A.C.A. § 6-18-213
A.C.A. § 6-18-220	A.C.A. § 6-18-220
A.C.A. § 6-18-222	A.C.A. § 6-18-222
A.C.A. § 6-18-229	A.C.A. § 6-18-229
A.C.A. § 6-18-231	A.C.A. § 6-18-231
A.C.A. § 6-18-234	A.C.A. § 6-18-234
A.C.A. § 6-18-236	A.C.A. § 6-18-236
A.C.A. § 6-18-237	A.C.A. § 6-18-237
A.C.A. § 6-18-239	A.C.A. § 6-18-239
A.C.A. § 6-18-507(g)	A.C.A. § 6-18-507(g)
A.C.A. § 6-18-702	A.C.A. § 6-18-702
A.C.A. § 6-28-114	A.C.A. § 6-28-114
A.C.A. § 6-4-302	A.C.A. § 6-4-302
A.C.A. § 7-4-116	A.C.A. § 7-4-116
A.C.A. § 9-28-113(f)	A.C.A. § 9-28-113(f)
DESE Rules Governing Distance & Digital Learning	DESE Rules Governing Distance and Digital Learning

Cross References	**Description**
4.08	MAKE-UP WORK
4.18	PROHIBITED CONDUCT
4.30	SUSPENSION FROM SCHOOL
4.34	COMMUNICABLE DISEASES AND PARASITES

Cross References	Description
4.52	STUDENTS WHO ARE FOSTER CHILDREN
4.57	IMMUNIZATIONS
5.11	DIGITAL LEARNING COURSES
5.29	WELLNESS POLICY

Policy 4.08: MAKE-UP WORK

Status: ADOPTED

Original Adopted Date: 07/06/2023 | **Last Reviewed Date:** 07/06/2023

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

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

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

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.

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

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

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

References	Description
A.C.A. § 6-18-234	A.C.A. § 6-18-234
A.C.A. § 6-18-502	A.C.A. § 6-18-502
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline

Cross References	Description
4.07	ABSENCES
4.30	SUSPENSION FROM SCHOOL
4.57	IMMUNIZATIONS

Policy 4.09: TARDIES

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/09/2024 | **Last Reviewed Date:** 07/09/2024

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.

Intermediate, Junior High
All tardies will be counted on an overall basis per semester, not on a class-by-class basis. All students will sign a tardy slip when they are tardy. Teachers are to report all tardies to the office at the beginning of each period. Students who are outside the classroom after the bell rings will be marked tardy at the discretion of the classroom teacher. The following procedures will be used to handle tardies:

- Tardy # 1-5 - The teacher will record in the grade book those students who are tardy. All first period tardiness must sign in at the office.
- Tardy # 6 - A discipline report will be sent home warning student what will happen when they receive their 8th tardy.
- Tardy # 8 - Student will receive one (1) day of in-school suspension
- Tardy # 9 - One day of ISS and one day of ISS for each tardy thereafter.
- Tardy #10 - Student Drivers Only - Could result in loss of driving privileges.

Senior High
All tardies will be counted on an overall basis per semester, not on a class-by-class basis. All students will sign a tardy slip when they are tardy. Teachers are to report all tardies to the office at the beginning of each period. Students who are outside the classroom after the bell rings will be marked tardy at the discretion of the classroom teacher. The following procedures will be used to handle tardies:

- Tardy # 1-5 - The teacher will record in the grade book those students who are tardy. All first period tardiness must sign in at the office.
- Tardy # 6 - A discipline report will be sent home warning student what will happen when they receive their 8th tardy.
- Tardy # 8 -10-Students will receive (1) day of lunch detention. Student Drivers Only- Could result in loss of driving privileges.
- Tardy #11-15-1 Day of ISS for each tardy.
- Tardy #16 and above could result in placement in DEP based on committee decision.

Cross References	Description
4.18	PROHIBITED CONDUCT

Policy 4.10: CLOSED CAMPUS

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

All schools in the District shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless given permission to leave the campus by a school official, must sign out in the office upon their departure. When checking a student out for any reason prior to the end of the normal school day, a parent/guardian or pre-designated adult over the age of 20 must come to the appropriate school office and sign the student out. If there is an emergency, a parent/guardian or pre-designated adult may come by after school or the next day to sign out a student with prior approval from the building administration. Minimum punishment will be a conference; maximum punishment will be expulsion.

Policy 4.11: EQUAL EDUCATIONAL OPPORTUNITY

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

No student in the Valley View 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. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to the District Equity/Title VI/Title IX Coordinator, who may be reached by contacting the Administration Office by mail at 2131 Valley View Drive, Jonesboro, AR 72404; by phone at (870)935-6200; or by email at equity@valleyviewschools.net.

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.

References	Description
28 C.F.R. § 35.106	28 C.F.R. § 35.106
34 C.F.R. § 100.6	34 C.F.R. § 100.6
34 C.F.R. § 104.8	34 C.F.R. § 104.8
34 C.F.R. § 106.8	34 C.F.R. § 106.8
34 C.F.R. § 106.9	34 C.F.R. § 106.9
34 C.F.R. § 108.9	34 C.F.R. § 108.9
34 C.F.R. § 110.25	34 C.F.R. § 110.25
A.C.A. § 14-1-403	A.C.A. § 14-1-403
A.C.A. § 6-1-114	A.C.A. § 6-1-114
A.C.A. § 6-10-132	A.C.A. § 6-10-132
A.C.A. § 6-16-2001 et seq.	A.C.A. § 6-16-2001 et seq.
A.C.A. § 6-18-514	A.C.A. § 6-18-514

Cross References	Description
4.27	STUDENT SEXUAL HARASSMENT

Policy 4.12: STUDENT ORGANIZATIONS/EQUAL ACCESS

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 08/05/2015 | **Last Reviewed Date:** 08/05/2015

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

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

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

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

References	Description
20 U.S.C. 4071 Equal Access Act	20 U.S.C. 4071 Equal Access Act
A.C.A. § 6-10-132	A.C.A. § 6-10-132
A.C.A. § 6-18-601 et seq.	A.C.A. § 6-18-601 et seq.
A.C.A. § 6-21-201 et seq.	A.C.A. § 6-21-201 et seq.
A.C.A. § 6-5-201 et seq.	A.C.A. § 6-5-201 et seq.
Westside v. Mergens (1990)	Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990)

Policy 4.13: PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/06/2023 | **Last Reviewed Date:** 07/06/2023

Except when a court order regarding a student has been presented to the district to the contrary, all student's 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 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 consider the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

For purposes of this policy, the Valley View School District does not distinguish between a custodial and noncustodial parent, and 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 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 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.

Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, directory information about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor 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), or other unique personal identified 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 personal identification number (PIN), password or other factor known or possessed 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 Media Recording Release form to provide parental approval or denial is included in the beginning of year registration packet.

The *Objection to Publication of Directory Information* form for objecting to making directory information available is included in the beginning of year registration packet 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

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

References	Description
20 U.S.C. § 1232g	20 U.S.C. § 1232g
20 U.S.C. § 7908	20 U.S.C. § 7908
34 CFR §§ 99	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
A.C.A. § 6-18-2601 et seq.	A.C.A. § 6-18-2601 et seq.
A.C.A. § 9-28-113(b)(6)	A.C.A. § 9-28-113(b)(6)

Cross References	Description
3.58	LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE
4.14	STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE
4.34	COMMUNICABLE DISEASES AND PARASITES
4.64	STUDENT USE OF ARTIFICIAL INTELLIGENCE
5.10	ARTIFICIAL INTELLIGENCE
5.20	DISTRICT WEBSITE
5.20.1	WEBSITE PRIVACY POLICY
8.49	CLASSIFIED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE

Policy 4.14: STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2020 | **Last Reviewed Date:** 07/07/2020

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

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

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

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

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

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

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

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

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

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

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

1. Not contain any non-educational advertisements. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the

age of eighteen (18);
2. State that the views expressed are not necessarily those of the School Board or the employees of the district.

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

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

The regulations shall:

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

Minimum punishment will be a conference; maximum punishment will be expulsion.

References	Description
A.C.A. § 6-18-1201 et seq.	A.C.A. § 6-18-1201 et seq.
A.C.A. § 6-18-514	A.C.A. § 6-18-514
Bethel School District No. 403 v. Fraser (1986)	Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986)
Hazelwood School District v. Kuhlmeier (1988)	Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Tinker v. Des Moines ISD, 393 U.S. 503 (1969)	Tinker v. Des Moines ISD, 393 U.S. 503 (1969)

Cross References	Description
1.09	POLICY FORMULATION
4.13	PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION
4.43	BULLYING
4.63	STUDENT RELIGIOUS EXPRESSION

Policy 4.15: CONTACT WITH STUDENTS WHILE AT SCHOOL

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/06/2023 | **Last Reviewed Date:** 07/06/2023

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. 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.

Contact by Third-Party Contract Providers with the District
Third-party providers under contract with the district for related services that include but are not limited to physical therapy, occupational therapy, speech language therapy, mental health therapy, and behavioral support and intervention may meet with students according to the student's education plan and/or treatment plan. The service providers shall obtain consent from the student's parent or guardian for services in accordance with contract requirements and district policy. The contracted providers shall follow the procedures established in each building when providing services to students in order to properly document times and dates students are receiving services during the school day.

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

Policy 4.16: STUDENT VISITORS

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/06/2023 | **Last Reviewed Date:** 07/06/2023

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. Students are not allowed to have their lunches delivered to them at school.

Cross References	Description
6.05	VISITORS TO THE SCHOOLS

Policy 4.17: STUDENT DISCIPLINE

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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

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

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

- An assault or battery;
- Drug law violations; or
- Sexual misconduct of a serious nature.

Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.

The District shall incorporate the District's 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 Valley View 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 acknowledgment 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.

References	Description
A.C.A. § 6-17-113	A.C.A. § 6-17-113
A.C.A. § 6-18-2401 et seq.	A.C.A. § 6-18-2401 et seq.
A.C.A. § 6-18-502	A.C.A. § 6-18-502
A.C.A. § 6-18-514	A.C.A. § 6-18-514
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline

Cross References	Description
1.09	POLICY FORMULATION
4.60	STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Policy 4.18: PROHIBITED CONDUCT

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student's IEP or 504 Plan;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
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.
25. Out of Area; and
26. 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. Minimum punishment is conference; Maximum punishment will be expulsion. OSS will not be used as a disciplinary measure for truancy.

References	Description
A.C.A. § 27-51-1602	A.C.A. § 27-51-1602
A.C.A. § 27-51-1603	A.C.A. § 27-51-1603
A.C.A. § 27-51-1609	A.C.A. § 27-51-1609
A.C.A. § 6-15-1005	A.C.A. § 6-15-1005
A.C.A. § 6-16-2001 et seq.	A.C.A. § 6-16-2001 et seq.

References	Description
A.C.A. § 6-18-222	A.C.A. § 6-18-222
A.C.A. § 6-18-502	A.C.A. § 6-18-502
A.C.A. § 6-18-514	A.C.A. § 6-18-514
A.C.A. § 6-18-515	A.C.A. § 6-18-515
A.C.A. § 6-18-707	A.C.A. § 6-18-707
A.C.A. § 6-21-609	A.C.A. § 6-21-609
A.C.A. § 6-5-201 et seq.	A.C.A. § 6-5-201 et seq.
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline

Cross References	Description
4.07	ABSENCES
4.09	TARDIES
4.20	DISRUPTION OF SCHOOL
4.21	STUDENT ASSAULT OR BATTERY
4.22	WEAPONS AND DANGEROUS INSTRUMENTS
4.23	TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS
4.24	DRUGS AND ALCOHOL
4.25	STUDENT DRESS AND GROOMING
4.26	GANGS AND GANG ACTIVITY
4.27	STUDENT SEXUAL HARASSMENT
4.43	BULLYING
4.47	POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES
4.65	ANTISEMITISM PROHIBITED

Policy 4.19: CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/09/2024 | **Last Reviewed Date:** 07/09/2024

The District provides bus transportation within the Valley View School District boundaries to transport students to and from school. District bus routes only run on state, city and/or county-maintained streets and roads.

The District's Student Code of conduct applies to students while traveling to and from school or to and from a school activity to the same extent as if the students were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District's Student Code of Conduct.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. In addition to other disciplinary measures provided for violations of the District's Student Code of Conduct, the student's bus transportation privileges may be suspended or terminated for violations of the Student Code of Conduct related to bus behavior.

Punishment will be as follows:

- First infraction - the student will be placed on probation and the parent or legal guardian will be notified;
- Second infraction - the student will be suspended from the bus for ten (10) school days;
- Third infraction - the student will be suspended from the bus for the semester or the equivalent of a semester.

Maximum punishment will be immediate expulsion from the bus for the equivalent of up to one year.

The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student's parent or guardian.

Policy 4.20: DISRUPTION OF SCHOOL

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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:

1. A classroom; or
2. In-school suspension.

"Violent or abusive behavior" means, without limitation:

a. Using threatening language;
b. Throwing an item that risks or causes:
   - Harm to another individual;
   - Injury to another individual; or
   - Damage to property;
c. Physically abusing a teacher or another student; or
d. 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 for disciplinary purposes:

- 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 for disciplinary purposes 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 for disciplinary purposes 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.

Minimum punishment will be a conference; maximum punishment will be expulsion.

References	**Description**
A.C.A. § 6-18-511	A.C.A. § 6-18-511
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline

Cross References	**Description**
4.18	PROHIBITED CONDUCT

Policy 4.21: STUDENT ASSAULT OR BATTERY

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/15/2019 | **Last Reviewed Date:** 07/15/2019

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

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

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

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

Minimum punishment is a conference; maximum punishment is expulsion.

References	Description
A.C.A. § 6-17-106	A.C.A. § 6-17-106
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline

Cross References	Description
4.18	PROHIBITED CONDUCT

Policy 4.22: WEAPONS AND DANGEROUS INSTRUMENTS

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2020 | **Last Reviewed Date:** 07/07/2020

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

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

"Weapon" means any:

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

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

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

Minimum punishment is a conference; maximum punishment is expulsion.

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

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one 1 years. For possession of mace, minimum punishment will be conference, maximum punishment will be expulsion. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

for use in the approved activity.

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

References	Description
20 USC § 7961	20 USC § 7961
A.C.A. § 5-27-210	A.C.A. § 5-27-210
A.C.A. § 5-4-201	A.C.A. § 5-4-201
A.C.A. § 5-4-401	A.C.A. § 5-4-401
A.C.A. § 5-73-119(b) (e)(8), (9), (10)	A.C.A. § 5-73-119(b) (e)(8), (9), (10)
A.C.A. § 5-73-133	A.C.A. § 5-73-133
A.C.A. § 6-18-502	A.C.A. § 6-18-502
A.C.A. § 6-18-507	A.C.A. § 6-18-507
A.C.A. § 6-21-608	A.C.A. § 6-21-608
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline

Cross References	Description
4.18	PROHIBITED CONDUCT

Policy 4.23: TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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

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

Minimum punishment will be corporal punishment or one (1) day of ISS; maximum punishment will be expulsion.

Vaping & Vaping Products
Vaping, possession, or the use of any kind of vaping product in any form (including, but not limited to, e-cigarette, e-cigars, e-pipes) in or on any real property owned or leased by a District School, including school buses owned by or leased by the district, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures. The policy 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.

Punishment will be as follows:

- 1st offense 3 days of ISS,
- 2nd offense 5 days ISS,
- 3rd offense 10 days of ISS.

References	Description
A.C.A. § 20-65-103	A.C.A. § 20-65-103
A.C.A. § 6-21-609	A.C.A. § 6-21-609

Cross References	Description
4.18	PROHIBITED CONDUCT

Policy 4.24: DRUGS AND ALCOHOL

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/09/2024 | **Last Reviewed Date:** 07/09/2024

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 Valley View 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;
- Attends 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: Inhalants or any ingestible matter that alter a student's ability to act, think, or respond;

- LSD or any other hallucinogen;
- Marijuana;
- Cocaine, heroin, or any other narcotic drug;
- PCP;
- Amphetamines;
- Steroids;
- "Designer drugs";
- Look-alike drugs; or
- Any controlled substance.

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.

References	Description
A.C.A. § 6-18-502	A.C.A. § 6-18-502
Arkansas Constitution Amendment 98 § 6	Arkansas Constitution Amendment 98 § 6
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline

Cross References	Description
4.18	PROHIBITED CONDUCT
4.35	STUDENT MEDICATIONS

Policy 4.25: STUDENT DRESS AND GROOMING

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/06/2023 | **Last Reviewed Date:** 07/06/2023

The Valley View 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.

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

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

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

The following restrictions will be enforced: All students must wear shoes. Shirts, patches, belt buckles, necklaces, and other wearing apparel that displays vulgar or suggestive words, pictures, or advertisements are prohibited. Garments advertising alcoholic products, tobacco, drugs, or clothing suggesting, representing, or promoting gang activity or violence are prohibited. Also, no wallet chains, gloves, sunglasses, or leather spikes are allowed. No apparel shall expose skin and/or undergarments more than two and one-half (2 ½) inches above the kneecap. All clothing must be of appropriate size. Pants, shorts, and skirts must be worn no lower than the hipline or hipbone. Shirts or blouses must be long enough to cover the midriff when arms are raised straight above the head. No halters, mesh, fishnet, tank, tube, spaghetti straps, strapless tops, racerback tank tops or backless dresses will be worn. See-through clothing, sleepwear, house shoes, blankets, and spandex are prohibited. Athletic apparel that does not meet dress code guidelines may not be worn outside of the appropriate area. Hats/caps or head coverings are not to be worn inside the buildings. THE ADMINISTRATION HAS THE FINAL SAY IN DETERMINING THE APPROPRIATENESS OF DRESS. Tank top straps must be two inches wide and skirts or tops must come down to the bottom of the finger tips with hands to your side when wearing leggings.

Junior High:

- 1st Offense: The student will be detained in the office until appropriate clothing is provided and will receive a written warning.
- 2nd Offense: One (1) day of in-school suspension.
- 3rd & Subsequent Offenses: Three (3) days of In-school suspension.

Senior High:

- 1st Offense: Morning detention and the student will be detained in the office until appropriate clothing is provided and student is able to change into appropriate clothing.
- 2nd Offense: One (1) day of in-school suspension and the student will be detained in the office until appropriate clothing is provided and student is able to change into appropriate clothing.
- 3rd & Subsequent Offenses: Three (3) days of In-school suspension and the student will be detained in the office until appropriate clothing is provided and student is able to change into appropriate clothing.

References	Description
A.C.A. § 6-10-138	A.C.A. § 6-10-138
A.C.A. § 6-18-502(c)(1)	A.C.A. § 6-18-502(c)(1)
A.C.A. § 6-18-503(c)	A.C.A. § 6-18-503(c)

Cross References	Description
4.18	PROHIBITED CONDUCT

Policy 4.26: GANGS AND GANG ACTIVITY

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Reviewed Date:** 07/05/2011

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.

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

Cross References	Description
4.18	PROHIBITED CONDUCT

Policy 4.27: STUDENT SEXUAL HARASSMENT

Status: ADOPTED

Original Adopted Date: 07/07/2020 **| Last Revised Date:** 07/07/2025 **| Last Reviewed Date:** 07/07/2025

The Valley View 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;
- The process for submitting a formal complaint of sexual harassment;
- That the district does not tolerate sexual harassment;
- That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The 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;
    b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
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 Web sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the 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 declined in writing by the complainant and shall provide individualized supportive measures that are non-disciplinary ad 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; and
- That 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) 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) 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.

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 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 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.

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

Cross References	Description
3.26	LICENSED PERSONNEL SEXUAL HARASSMENT
4.11	EQUAL EDUCATIONAL OPPORTUNITY
4.18	PROHIBITED CONDUCT
5.20	DISTRICT WEBSITE
7.15	RECORD RETENTION AND DESTRUCTION
8.20	CLASSIFIED PERSONNEL SEXUAL HARASSMENT

Policy 4.28: LASER POINTERS

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2020 | **Last Reviewed Date:** 07/07/2020

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

Minimum punishment will be a conference; maximum punishment will be expulsion.

References	Description
A.C.A. § 6-18-512	A.C.A. § 6-18-512
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline

Policy 4.29: INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY

Status: ADOPTED

Original Adopted Date: 07/07/2014 | **Last Revised Date:** 07/05/2018 | **Last Reviewed Date:** 07/05/2018

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 Student Electronic Device and Internet Use Agreement is included in the beginning of year registration packet for parents and students to sign and return to school. 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 (see 4.29F below for full agreement).

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

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

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

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

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

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

- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

Supporting Documents

Electronic Device and Internet Use Agreement

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

2026-2027

VALLEY VIEW PUBLIC SCHOOLS

Electronic Device and Internet Use Agreement

I have received a copy or viewed online, Valley View Public School's Student Electronic Device and Internet Use Agreement contained in the Student Handbook (Section 4.29). I take personal responsibility for interpreting and abiding by the terms and conditions they contain. I further understand that violation of copyright, intellectual property rights, and network abuse is unethical and may constitute a federal or state offense. I understand that should I commit any violation of the district network policy, my computer/network access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be pursued within the context of general board policy on due process.

The district will make good faith efforts to protect students from improper or harmful matter which may be on the Internet. At the same time, the parent and student must recognize that the district makes no guarantees about preventing improper access to such materials on the part of the student.

NOTE: Students in the Valley View Public School District have access to individual email accounts.

Student Name (Please **Print**): _____

Student **Signature:** _____

Date: _____ Grade: _____ Homeroom Teacher: _____

I have received a copy or viewed online, the district's policies on Computer Use, Internet Safety, and the Website/Internet User Agreement contained in the Student Handbook and have discussed it with my child. I agree that my child may at some time have access to the school's computer network and internet and that my child shall be required to follow all the provisions/policies as set forth by the school.

Parent/Guardian **Signature:** _____

Date: _____

Policy 4.30: SUSPENSION FROM SCHOOL

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/13/2022 | **Last Reviewed Date:** 07/13/2022

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

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

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

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

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

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

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

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

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

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

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

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

The district shall keep a log of contacts attempted and made to the parent or 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 shall not be permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program.

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

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

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

References	**Description**
A.C.A. § 6-18-507	A.C.A. § 6-18-507
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline
Goss v Lopez, 419 U.S. 565 (1975)	Goss v Lopez, 419 U.S. 565 (1975)

Cross References	**Description**
4.07	ABSENCES
4.08	MAKE-UP WORK

Policy 4.32: SEARCH, SEIZURE, AND INTERROGATIONS

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/15/2019 | **Last Reviewed Date:** 07/15/2019

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. 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-hour's telephone number. Minimum punishment will be a conference; maximum punishment will be expulsion.

References	Description
A.C.A. § 12-18-1001	A.C.A. § 12-18-1001
A.C.A. § 12-18-1005	A.C.A. § 12-18-1005
A.C.A. § 12-18-608	A.C.A. § 12-18-608

References	Description
A.C.A. § 12-18-609	A.C.A. § 12-18-609
A.C.A. § 12-18-610	A.C.A. § 12-18-610
A.C.A. § 12-18-613	A.C.A. § 12-18-613
A.C.A. § 6-18-513	A.C.A. § 6-18-513
A.C.A. § 9-13-104	A.C.A. § 9-13-104

Policy 4.33: STUDENTS' VEHICLES

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

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

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

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

Policy 4.34: COMMUNICABLE DISEASES AND PARASITES

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 02/07/2022 | **Last Reviewed Date:** 02/07/2022

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include but are not limited to: varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), coronavirus disease 2019 (COVID-19), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B or C, mumps, vomiting, diarrhea, and fever (100.4F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any blood borne, foodborne, and airborne pathogens exposures. In accordance with the District's exposure control plan and guidance from the Centers for Disease Control (CDC) and Arkansas Department of Health (ADH), district personnel may contact parents of students when exposed to such pathogens. Standard precautions shall be followed relating to the handling, disposal, and cleanup of blood and other potentially infectious materials such as all body fluids, secretions and excretions (except sweat).

In accordance with 4.57—IMMUNIZATIONS, the District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13. That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

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

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

References	Description
A.C.A. § 6-18-702	A.C.A. § 6-18-702
AR Board of Health Immunization Rules	Arkansas State Board of Health Rules Pertaining To Immunization Requirements
DESE K-12 Immunization Requirements	Division of Elementary and Secondary Education Rules Governing Kindergarten Through 12th Grade Immunization Requirements

Cross References	Description
4.02	ENTRANCE REQUIREMENTS
4.07	ABSENCES
4.13	PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Cross References	Description
4.57	IMMUNIZATIONS

Policy 4.35: STUDENT MEDICATIONS

Status: ADOPTED

Original Adopted Date: 07/06/2023 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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

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

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

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

The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus.

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

Schedule II Medications
Option 1: The only Schedule II medications that shall be allowed to be brought to the school are methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse).

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

Option 2: Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.

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

Self-Administration of Medication

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

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

A student may be authorized to self-administer a stress dose medication to treat the student's adrenal insufficiency with:

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
2. A written order from the student's treating physician stating that the student:
    a. Is capable of completing the proper method of self-administration of the stress dose medication, and
    b. Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

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

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

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

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

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

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

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

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

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

Emergency Administration of Epinephrine
The school nurse or other trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer an epinephrine, either through an auto-injector or nasal spray, in emergency situations to students who have an IHP that provides for the administration of an epinephrine in emergency situations.

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

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

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

Emergency Administration of Albuterol
The school nurse or other trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other trained school employee designated by the school nurse as a care provider who has been certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other trained school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid
The school nurse for each District school shall keep anti-opioid injectors on hand and the school nurse and school resource officer shall possess an anti-opioid at all times when on duty. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

An opioid overdose rescue kit shall be placed within all storage locations in the District high school buildings that currently contain an automated external defibrillator for public use. The opioid overdose rescue kits shall be located where it is readily available to the public, be visually free of advertisement, and contain an anti-opioid.

Emergency Administration of Emergency Adrenal Insufficiency Medication
The school nurse or other trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

Seizure Disorder Medications
Students who have been diagnosed with a seizure disorder shall have a seizure action plan that shall be a written IHP designed to acknowledge and prepare for the healthcare needs of the student. The student's seizure action plan shall be created in collaboration between District staff and the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis or the student if over eighteen (18). As part of the creation of the student's seizure action plan, the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall:

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

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

References	Description
A.C.A. § 17-87-103 (11) and (14)	A.C.A. § 17-87-103 (11) and (14)
A.C.A. § 20-13-405	A.C.A. § 20-13-405
A.C.A. § 6-18-701	A.C.A. § 6-18-701
A.C.A. § 6-18-707	A.C.A. § 6-18-707
A.C.A. § 6-18-711	A.C.A. § 6-18-711
A.C.A. § 6-18-714	A.C.A. § 6-18-714
A.C.A. § 6-18-717	A.C.A. § 6-18-717
A.C.A. § 6-18-720	A.C.A. § 6-18-720
A.C.A. § 6-18-721	A.C.A. § 6-18-721

References	Description
AR Board of Nursing: School Nurse Roles	Ark. State Board of Nursing: School Nurse Roles and Responsibilities
DESE/ASBN Insulin & Medication Rules	Division of Elementary and Secondary Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin, Glucagon, and Medication for Adrenal Insufficiency or Adrenal Crisis to Arkansas Public School Students

Cross References	Description
4.24	DRUGS AND ALCOHOL

Policy 4.36: STUDENT ILLNESS/ACCIDENT

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

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.

Policy 4.37: EMERGENCY DRILLS

Status: ADOPTED

Original Adopted Date: 07/06/2023 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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. Students who ride school buses, 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. 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.

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. Students shall be included in the drills to the extent practicable.

The district's emergency response plan includes the cardiac emergency response plan requirements from A.C.A. § 6-18-713.

References	Description
A.C.A. § 12-13-109	A.C.A. § 12-13-109
A.C.A. § 6-10-110	A.C.A. § 6-10-110
A.C.A. § 6-10-121	A.C.A. § 6-10-121
A.C.A. § 6-15-1302	A.C.A. § 6-15-1302
A.C.A. § 6-15-1303	A.C.A. § 6-15-1303
A.C.A. § 6-15-1304	A.C.A. § 6-15-1304
A.C.A. § 6-18-713	A.C.A. § 6-18-713
AR Facilities & Transport Bus Ops 4.03.1	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

Cross References	Description
3.06	LICENSED PERSONNEL EMPLOYEE TRAINING

Policy 4.38: PERMANENT RECORDS

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/06/2021 | **Last Reviewed Date:** 07/06/2021

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

References	Description
A.C.A. § 6-18-901	A.C.A. § 6-18-901
A.C.A. § 6-28-107	A.C.A. § 6-28-107
DESE Rules Governing Student Permanent Records	DESE Rules Governing Student Permanent Records

Policy 4.39: CORPORAL PUNISHMENT

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2020 | **Last Reviewed Date:** 07/07/2020

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

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

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

Students who parents do not want them paddled may send a letter requesting no corporal punishment for their child. Every student/parent has the right to deny corporal punishment

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.

The immunity from civil liability that exists for performing corporal punishment does not apply if the student who receives corporal punishment is intellectually disabled, non-ambulatory, non-verbal, or autistic.

References	Description
A.C.A. § 6-18-503(b)	A.C.A. § 6-18-503(b)
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline
DESE SpEd Discipline Rules 11.00	DESE Rules Governing Special Education and Related Services Section 11.00 - Discipline

Policy 4.40: HOMELESS STUDENTS

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/06/2023 | **Last Reviewed Date:** 07/06/2023

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

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

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

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

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

The District shall do one of the following according to what in the best interest of a homeless child.

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

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

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

the youth.

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

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

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

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

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

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

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

References	Description
Commissioner's Memo COM-18-044	Commissioner's Memo COM-18-044

Cross References	Description
4.01	RESIDENCE REQUIREMENTS
4.02	ENTRANCE REQUIREMENTS
4.56	EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Policy 4.41: PHYSICAL EXAMINATIONS OR SCREENINGS

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/06/2021 | **Last Reviewed Date:** 07/06/2021

The district conducts routine health screenings such as hearing, vision, and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve to his/her full potential. 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 completing the Objection to Physical Examination or Screenings form that is included in the beginning of year registration packet or by providing certification from a physician that he/she has recently examined the student.

The district also conducts body mass index (BMI) screenings in kindergarten and then in even numbered grades in accordance with the rules and regulations established by the Arkansas Board of Education, Arkansas Board of Health, and Child Health Advisory Committee. The district will include, as a part of a student health report to parents, a body mass index percentile by age for each student screened in a private and confidential manner. Parents of students in kindergarten or even numbered grades may refuse to have his or her child's body mass index percentile for age assessed and reported by completing the Objection to Physical Examination or Screenings form that is included in the beginning of year registration packet. Students in grades eleven through twelve are exempt from any policy or requirement of a public school or the state for measuring or reporting body mass index.

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

References	Description
A.C.A. § 6-18-701	A.C.A. § 6-18-701

Policy 4.42: STUDENT HANDBOOK

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 08/05/2013 | **Last Reviewed Date:** 08/05/2013

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

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

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

Policy 4.43: BULLYING

Status: ADOPTED

Original Adopted Date: 07/15/2019 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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

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

1. May address an attribute of the other student, public school employee, or person with whom the other student or public-school employee is associated;
2. Involves an actual or reasonably perceived power imbalance;
3. Is repeated or has a high likelihood of repetition; and
4. Causes or creates actual or reasonably foreseeable:
    - Physical harm to a public-school employee or student or damage to the public-school employee's or student's property;
    - Substantial interference with a student's education or with a public-school employee's role in education;
    - A hostile educational environment for one (1) or more students or public-school employees due to the severity, persistence, or pervasiveness of the act; or
    - Substantial disruption of the orderly operation of the school or educational environment;

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

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

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

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.
- Cyberbullying of School Employees includes, but is not limited to:
    a. Building a fake profile or website of the employee;
    b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
    c. Posting an original or edited image of the school employee on the Internet;
    d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
    e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;

f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
g. Signing up a school employee for a pornographic Internet site; or
h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

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

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

“Substantial disruption” means without limitation that any one or more of the following occur as a result of the bullying:
Necessary cessation of instruction or educational activities;

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

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

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

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

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

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
    a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
    b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have

been the perpetrator of the incident of bullying:
   a. That a credible report or complaint of bullying against their student exists;
   b. Whether the investigation found the credible report or complaint of bullying to be true;
   c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
   d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:
   a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
   b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

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

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

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

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

Copies of this policy shall be available upon request.

References	**Description**
A.C.A. § 5-71-217	A.C.A. § 5-71-217
A.C.A. § 6-18-514	A.C.A. § 6-18-514
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline

Cross References	**Description**
4.14	STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE
4.18	PROHIBITED CONDUCT

Policy 4.44: NATIONAL ANTHEM

Status: ADOPTED

Original Adopted Date: 07/06/2021 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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

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

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

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

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

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

Policy 4.45: GRADUATION REQUIREMENTS

Status: ADOPTED

Original Adopted Date: 07/06/2023 **| Last Revised Date:** 07/07/2025 **| Last Reviewed Date:** 07/07/2025

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

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

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

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

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

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

GRADUATION REQUIREMENTS
The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional one (1) unit to graduate for a total of twenty-three (23) units. The additional required units may be taken from any electives offered by the district. Accelerated learning courses or career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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.

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

<u>Computer Science</u>
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 – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

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

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units
All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

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

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

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References	Description
A.C.A. § 6-15-2906	A.C.A. § 6-15-2906
A.C.A. § 6-15-2911	A.C.A. § 6-15-2911

References	Description
A.C.A. § 6-16-122	A.C.A. § 6-16-122
A.C.A. § 6-16-143	A.C.A. § 6-16-143
A.C.A. § 6-16-149	A.C.A. § 6-16-149
A.C.A. § 6-16-150	A.C.A. § 6-16-150
A.C.A. § 6-16-152	A.C.A. § 6-16-152
A.C.A. § 6-16-1901 et seq.	A.C.A. § 6-16-1901 et seq.
A.C.A. § 6-28-115	A.C.A. § 6-28-115
A.C.A. § 6-4-302	A.C.A. § 6-4-302
Commissioner's Memo COM-24-021	Commissioner's Memo COM-24-021
Commissioner's Memo LS-18-082	Commissioner's Memo LS-18-082
Commissioner's Memo LS-26-029	Commissioner's Memo LS-26-029
DESE Rules Governing Distance & Digital Learning	DESE Rules Governing Distance and Digital Learning
Standards for Accreditation	Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3

Cross References	Description
4.55	STUDENT PROMOTION AND RETENTION
5.02	PLANNING FOR EDUCATIONAL IMPROVEMENT
5.12	COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
5.16	COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Policy 4.45.1: GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER

Status: ADOPTED

Original Adopted Date: 07/06/2023 **| Last Revised Date:** 07/07/2025 **| Last Reviewed Date:** 07/07/2025

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

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

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

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

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

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

GRADUATION REQUIREMENTS
The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional one (1) unit to graduate for a total of twenty-three (23) units. The additional required units may be taken from any electives offered by the district. Accelerated learning courses or career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

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

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

Community Service
Except as otherwise provided by this policy or the student's IEP, each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers or the student's parent. The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. A student who transfers into the District after ninth (9th) grade must receive at least the following documented clock hours of community service each year:

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

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

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

English: four (4) units

- English 1
- English 2
- English 3
- English 4

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

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units
All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

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

Policy 4.46: PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

Status: ADOPTED

Original Adopted Date: 07/06/2021 | **Last Reviewed Date:** 07/06/2021

The Pledge of Allegiance shall be recited:

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

Students choosing to participate in the recitation of the Pledge shall do so by facing the flag with their right 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.

Policy 4.47: POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 02/02/2026 | **Last Reviewed Date:** 02/02/2026

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

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

"Personal electronic device" means without limitation a:

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

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

"Special school events" may include:

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

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

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

A student shall be deemed to not be in possession of a personal electronic device if the personal electronic device is turned off and located in the student's backpack or the student's vehicle as long as the student is not attempting to access the personal electronic device from either of these locations to turn on the personal electronic device for possible use during the school day except as permitted by law as stated in this policy.

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;
- The use of the personal electronic device is by a student enrolled in an endorsed concurrent enrollment course at an institution of higher education in order to utilize two-factor authentication to access course work and resources for the endorsed concurrent enrollment course; or
- The use of the personal electronic device is during a special event during the school day.

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

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

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

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

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

Discipline
A student may have a personal electronic device confiscated if:

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

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

search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

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

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

- 1st Offense – One day of ISS
- 2nd Offense –Three days of ISS
- 3rd Offense – Five days of ISS
- 4th Offense – Short term DEP (Disciplinary Education Program) and student cannot bring electronic device back to school.
- 5th Offense - Long Term ALE (Alternative Learning Environment)

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

References	Description
A.C.A. § 27-51-1602	A.C.A. § 27-51-1602
A.C.A. § 27-51-1603	A.C.A. § 27-51-1603
A.C.A. § 27-51-1609	A.C.A. § 27-51-1609
A.C.A. § 6-15-2907	A.C.A. § 6-15-2907
A.C.A. § 6-18-515	A.C.A. § 6-18-515
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline
DESE Test Administration Manual	DESE Test Administration Manual

Cross References	Description
3.34	LICENSED PERSONNEL CELL PHONE USE
4.18	PROHIBITED CONDUCT
7.14	USE OF DISTRICT CELL PHONES AND COMPUTERS
8.25	CLASSIFIED PERSONNEL CELL PHONE USE

Policy 4.48: VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

The board 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 privacy is reasonable and customary.

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

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

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

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities. Minimum punishment will be a conference; maximum punishment will be expulsion.

References	Description
20 U.S.C. § 1232g	20 U.S.C. § 1232g
20 U.S.C. 7115	20 U.S.C. 7115
34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31	34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31
A.C.A. § 6-21-122	A.C.A. § 6-21-122

Cross References	Description
7.15	RECORD RETENTION AND DESTRUCTION

Policy 4.49: SPECIAL EDUCATION

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2020 | **Last Reviewed Date:** 07/07/2020

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. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

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

Cross References	Description
6.07	COMPLAINTS

Policy 4.50: SCHOOL MEAL MODIFICATIONS

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

Except for requests to receive "lactose free" milk, the district only provides modified meal components on menus to accommodate students with disability. A parent/guardian wishing to request such a dietary accommodation for their student with a disability must submit to the district's Director of Child Nutrition a Certification of Disability for Special Dietary Needs Form completed by a State licensed healthcare professional, which includes:

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

The medical statement should include:

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

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

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

Parents may submit a written request for their student to be provided "lactose free" milk. The parent's request is not required to be accompanied by a medical statement in order for it to be granted.

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

Except for requests to receive "lactose free" milk, the district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

References	Description
7 CFR 210.10(g)	7 CFR 210.10(g)
Commissioner's Memo CNU-17-051	Commissioner's Memo CNU-17-051
Commissioner's Memo CNU-18-008	Commissioner's Memo CNU-18-008
Commissioner's Memo CNU-18-023	Commissioner's Memo CNU-18-023
Commissioner's Memo CNU-18-025	Commissioner's Memo CNU-18-025
Commissioner's Memo FIN-09-044	Commissioner's Memo FIN-09-044
Commissioner's Memo FIN-15-122	Commissioner's Memo FIN-15-122

Cross References	Description
7.17.2	NON-DISCRIMINATION IN FOOD SERVICE PROGRAMS

Policy 4.51: FOOD SERVICE PREPAYMENT

Status: ADOPTED

Original Adopted Date: 07/15/2019 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

Meal Charges
The district does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:

- Submitting cash or check payment at the building or district office;
- Depositing funds through the District's online service, MySchoolBucks. (service fee may apply)

In accordance with Arkansas law, in the event that a student or staff member does not have enough funds to purchase a meal, a reimbursable unpaid meal will be provided and charged to his/her account. A la Carte items may not be charged and may only be purchased when a student or staff member's prepaid account has the purchase price of the a la carte item(s) remaining at the time of purchase.

Automatic Balance Notification Letters will be emailed to the parent email on file every week showing the current balance (positive or negative) in each student's meal account. Staff account balance updates will be emailed monthly.

If a student or staff account has a negative balance, funds should be deposited into the account by using one of the methods provided in this policy. Delinquent debt is defined as overdue unpaid meal charges that are considered collectable. If a repayment plan is needed to pay off delinquent debt, parents should contact the district superintendent at (870) 935-6200 to set up payment levels and due dates appropriate to the household's particular circumstances. Any delinquent debt remaining as of June 15 each year on a staff member's account or a staff member's child's account will be paid through a payroll deduction on the June 30 payroll check.

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

Free Breakfast
In accordance with A.C.A. § 6-18-722, a student shall be provided one (1) breakfast at no cost during each school day upon the student's request regardless of whether the student qualifies for a federally funded free or reduced-price meal.

References	Description
A.C.A. § 6-18-715	A.C.A. § 6-18-715
A.C.A. § 6-18-722	A.C.A. § 6-18-722
Commissioner's Memo CNU-17-003	Commissioner's Memo CNU-17-003
Commissioner's Memo CNU-17-024	Commissioner's Memo CNU-17-024

Cross References	Description
7.17.2	NON-DISCRIMINATION IN FOOD SERVICE PROGRAMS

Policy 4.52: STUDENTS WHO ARE FOSTER CHILDREN

Status: ADOPTED

Original Adopted Date: 08/04/2011 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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.

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.

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

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

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

If a foster child was enrolled in a District school immediately prior to completing 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:

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

assignment.

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

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

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

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

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

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

Cross References	Description
4.01	RESIDENCE REQUIREMENTS
4.02	ENTRANCE REQUIREMENTS
4.05	SCHOOL CHOICE
4.07	ABSENCES

Policy 4.53: PLACEMENT OF MULTIPLE BIRTH SIBLINGS

Status: ADOPTED

Original Adopted Date: 08/04/2011 | **Last Reviewed Date:** 08/04/2011

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

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

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

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

References	Description
A.C.A. § 6-18-106	A.C.A. § 6-18-106

Policy 4.54: STUDENT ACCELERATION

Status: ADOPTED

Original Adopted Date: 08/05/2012 | **Last Revised Date:** 07/06/2026 | **Last Reviewed Date:** 07/06/2026

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

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

Students in Grades K-5
The process of determining the appropriateness of a request for a student in grades K-5 to receive acceleration shall be under the direction of the district Gifted and Talented Program Coordinator. The district Gifted and Talented Program Coordinator shall convene the Acceleration Placement Committee and communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision, which shall include the student's parents or guardians.

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

The District's Gifted and Talented Program Coordinator will create a written format to govern the referral and determination for the schools serving students in grades K-5 process which shall be made available to any parent or staff member upon request.

The parents/guardians of any student in grades K-5 whose request for acceleration has been denied may appeal the decision, in writing to the District's GT Coordinator. The District's GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.

Course Selection Students
District students who attend a District school that authorizes the student in grades 6-12 to select individual courses shall have acceleration options provided to them by the counselor during the course selection process. The course selection process shall be part of the Student Success Plan created and modified in accordance with Policy 4.55—STUDENT PROMOTION AND RETENTION.

References	Description
DESE Gifted and Talented Rules	DESE Gifted and Talented Rules

Cross References	Description
4.55	STUDENT PROMOTION AND RETENTION

Policy 4.55: STUDENT PROMOTION AND RETENTION

Status: ADOPTED

Original Adopted Date: 07/06/2023 | **Last Reviewed Date:** 07/06/2023

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

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

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

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

a. The student's teacher(s);
b. School counselor;
c. A 504/special education representative (if applicable); and
d. The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

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

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

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

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

1. The student's specific, diagnosed reading skill needs, including without limitation:
    - Phonemic awareness;
    - Phonics decoding;
    - Text reading fluency;
    - Vocabulary-building strategies; and
    - Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;

3. How the student's progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student may receive;
5. The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

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

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

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

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

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

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

designation; and
3. Provision of each student with extended time on math instruction during or after school.

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

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

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

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

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

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

An SSP shall be created:

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

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

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

High School Grade Placement
Students will be placed in high school grade levels (9-12) based on the number of credits earned.

- Freshman - Students enrolled in the ninth grade
- Sophomore - Students who have earned five and one half (5.5) credits of high school course work
- Junior- Students who have earned eleven (11) credits of high school course work
- Senior- Students who have earned sixteen and one half (16.5) credits of high school course work

References	Description
A.C.A. § 6-15-2001	A.C.A. § 6-15-2001
A.C.A. § 6-15-2005	A.C.A. § 6-15-2005
A.C.A. § 6-15-2006	A.C.A. § 6-15-2006
A.C.A. § 6-15-2907	A.C.A. § 6-15-2907
A.C.A. § 6-15-2911	A.C.A. § 6-15-2911
A.C.A. § 6-17-429	A.C.A. § 6-17-429
A.C.A. § 6-17-431	A.C.A. § 6-17-431
A.C.A. § 9-28-205	A.C.A. § 9-28-205
DESE Rules Governing Grading and Course Credit	DESE Rules Governing Grading and Course Credit
DESE Rules Support and Accountability Act	DESE Rules Governing the Arkansas Educational Support and Accountability Act
Murphy v. State of Ark. (8th Cir. 1988)	Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

Cross References	Description
3.30	PARENT-TEACHER COMMUNICATION
4.45	GRADUATION REQUIREMENTS
4.54	STUDENT ACCELERATION
4.56	EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS
4.56.1	EXTRACURRICULAR ACTIVITIES - ELEMENTARY
5.13	STUDENT INTERVENTION SERVICES AND SUMMER SCHOOL

Policy 4.56: EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Status: ADOPTED

Original Adopted Date: 07/06/2023 **| Last Revised Date:** 07/07/2025 **| Last Reviewed Date:** 07/07/2025

Definitions

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

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

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

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

"Interscholastic Activities" means athletic or non-athletic/academic activities where students compete with students from within the same school.

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of the student's 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 (1) per week per extracurricular activity (tournaments excepted)2. Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

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

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

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and

review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

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

Interscholastic Activities

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

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.

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.

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 high school graduation requirements.

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

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

ARKANSAS ACTIVITIES ASSOCIATION

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

Interscholastic Activities

AAA Governed Activities

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

Non-AAA Governed Activities

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

School Choice Transfers
A student who transfers under a legal school choice option shall not be denied participation in an extracurricular activity where the student transfers based exclusively on the student's decision to transfer. A student who transfers after 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.

References	Description
A.C.A. § 6-15-2907	A.C.A. § 6-15-2907
A.C.A. § 6-16-151	A.C.A. § 6-16-151
A.C.A. § 6-18-114	A.C.A. § 6-18-114
A.C.A. § 6-18-115	A.C.A. § 6-18-115
A.C.A. § 6-18-227	A.C.A. § 6-18-227
A.C.A. § 6-18-713	A.C.A. § 6-18-713
A.C.A. § 6-28-108	A.C.A. § 6-28-108
A.C.A. § 6-4-302	A.C.A. § 6-4-302
Arkansas Activities Association Handbook	Arkansas Activities Association Handbook
Commissioner's Memo COM-18-009	Commissioner's Memo COM-18-009
Commissioner's Memo LS-18-015	Commissioner's Memo LS-18-015

Cross References	Description
4.40	HOMELESS STUDENTS

Cross References	Description
4.55	STUDENT PROMOTION AND RETENTION
4.56.1	EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Policy 4.56.1: EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Status: ADOPTED

Original Adopted Date: 07/07/2014 | **Last Revised Date:** 07/06/2021 | **Last Reviewed Date:** 07/06/2021

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, inter/intra scholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

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

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

"Intra scholastic Activities" means athletic or non-athletic/academic activities where students compete with students from within the same school.

Extracurricular Eligibility

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

A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school's administration, the student's participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.

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

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

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

A student and the parent or legal guardian of the student shall sign and return an acknowledgment 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.

References	Description
A.C.A. § 6-15-2907	A.C.A. § 6-15-2907
A.C.A. § 6-16-151	A.C.A. § 6-16-151
A.C.A. § 6-18-713	A.C.A. § 6-18-713
A.C.A. § 6-28-108	A.C.A. § 6-28-108
A.C.A. § 6-4-302	A.C.A. § 6-4-302
Commissioner's Memo LS-18-015	Commissioner's Memo LS-18-015

Cross References	Description
4.55	STUDENT PROMOTION AND RETENTION
4.56	EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Policy 4.56.2: EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

Status: ADOPTED

Original Adopted Date: 07/06/2023 **| Last Revised Date:** 07/07/2025 **| Last Reviewed Date:** 07/07/2025

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

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

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.1

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone2 as permitted by this policy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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References	**Description**
A.C.A. § 6-15-509	A.C.A. § 6-15-509
A.C.A. § 6-16-151	A.C.A. § 6-16-151
A.C.A. § 6-18-232	A.C.A. § 6-18-232
A.C.A. § 6-18-713	A.C.A. § 6-18-713
Arkansas Activities Association Handbook	Arkansas Activities Association Handbook
Commissioner's Memo COM-18-009	Commissioner's Memo COM-18-009
Commissioner's Memo LS-18-015	Commissioner's Memo LS-18-015
DESE Rules Governing Home Schools	Division of Elementary and Secondary Education Rules Governing Home Schools

Cross References	**Description**
4.59	ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

Policy 4.56.3: EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS

Status: ADOPTED

Original Adopted Date: 07/07/2025 | **Last Reviewed Date:** 07/07/2025

Interscholastic activity means an activity between school's 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 or social media accounts its schedule of interscholastic activities, including signup, tryout, and participation deadlines, at least two weeks in advance of those activities. A hard copy of the schedule shall be available upon request.

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 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 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 (11th) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

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

A 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;
- 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.

References	Description
A.C.A. § 6-16-151	A.C.A. § 6-16-151
A.C.A. § 6-18-232	A.C.A. § 6-18-232
A.C.A. § 6-18-238	A.C.A. § 6-18-238
A.C.A. § 6-18-713	A.C.A. § 6-18-713
Arkansas Activities Association Handbook	Arkansas Activities Association Handbook

Cross References	Description
4.59	ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

Policy 4.57: IMMUNIZATIONS

Status: ADOPTED

Original Adopted Date: 08/05/2015 | **Last Revised Date:** 07/06/2021 | **Last Reviewed Date:** 07/06/2021

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

“Serologic testing” refers to a medical procedure used to determine an individual’s immunity to Hepatitis B, Measles, Mumps, Rubella and Varicella.

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

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

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

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

a. Licensed physician;
b. Health department;
c. Military service; or
d. Official record from another educational institution in Arkansas or;
e. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating “up-to-date”, “complete”, “adequate”, and the like will not be accepted as a history of varicella disease must be documented by a licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the students’ records.

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

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

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

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

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

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

Exclusion from School
In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for no fewer than twenty-one (21) days or even longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student's teacher(s) shall place in the principal's office a copy of the student's assignments:

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

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

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

Annually by December 1, the District shall create, maintain, and post to the District's website a report that includes the following for each disease requiring an immunization under this policy: Annually by December 1, the District shall create, maintain, and post to the District's website a report that includes the following for each disease requiring an immunization under this policy:

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of Health from an immunization;
- The number of students within the District who have failed to provide to the public-school proof of the vaccinations required and have not obtained an exemption from ADH;
- The percentage of students within the District who have failed to provide to the public-school proof of the

vaccinations required and have not obtained an exemption from ADH; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

References	Description
A.C.A. § 6-18-702	A.C.A. § 6-18-702
A.C.A. § 6-28-110	A.C.A. § 6-28-110
A.C.A. § 6-4-302	A.C.A. § 6-4-302
AR Board of Health Immunization Rules	Arkansas State Board of Health Rules Pertaining To Immunization Requirements
DESE Rules Governing Immunization Requirements	DESE Rules Governing Immunization Requirements in Arkansas Public Schools

Cross References	Description
4.02	ENTRANCE REQUIREMENTS
4.07	ABSENCES
4.08	MAKE-UP WORK
4.34	COMMUNICABLE DISEASES AND PARASITES
4.59	ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS
5.20	DISTRICT WEBSITE

Policy 4.59: ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

Status: ADOPTED

Original Adopted Date: 07/12/2017 | **Last Revised Date:** 07/15/2019 | **Last Reviewed Date:** 07/15/2019

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

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

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

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

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

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

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

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

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

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

- Indicate the course(s) the private school or home-schooled student is interested in attending;
- If the course(s) the private school or home-schooled student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home-schooled student intends to attend the physical course or the digital course
- Submit, along with the student's application, a copy of the student's transcript indicating that the student has received credit for the course(s), or equivalent course(s), that are a prerequisite to the course(s) the student desires to attend at the District;
- Agree to follow the District's discipline policies; and
- Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS\
- A private school or home-schooled student who fails to attend an academic course by the eleventh (11) day of class or who is absent without excuse for eleven (11) consecutive days during the semester shall be dropped from the course.; however, a private school or home-schooled student shall not be considered truant for unexcused absences from the course(s) the student is attending at the District.
- Private school or home-schooled students shall receive a final grade and transcript for each academic course the student completes.

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

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

References	Description
A.C.A. § 6-15-509	A.C.A. § 6-15-509
A.C.A. § 6-18-232	A.C.A. § 6-18-232
A.C.A. § 6-18-702	A.C.A. § 6-18-702
A.C.A. § 6-47-401 et seq.	A.C.A. § 6-47-401 et seq.
Commissioner's Memo COM-19-021	Commissioner's Memo COM-19-021
DESE Rules Governing Distance & Digital Learning	DESE Rules Governing Distance and Digital Learning
DESE Rules: Immunization Requirements	DESE Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools

Cross References	Description
4.06	HOME SCHOOLING
4.56.2	EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS
4.56.3	EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS
4.57	IMMUNIZATIONS

Policy 4.60: STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Status: ADOPTED

Original Adopted Date: 07/06/2011 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

Definitions
"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.
Examples of aversive behavioral interventions include, but are not limited to:

- Hitting;
- Pinching;
- Slapping;
- Using a water spray;
- Using noxious fumes;
- Requiring extreme physical exercise;
- Using loud auditory stimulus;
- Withholding meals; and
- Denying reasonable access to toileting facilities.

"Behavioral intervention" means the implementation of a service, support, or strategy to teach and increase appropriate behavior or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of a student.

"Behavior Intervention Plan" (BIP) means a written plan that:

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:
    - A definition or description of the desired target behavior or outcome in specific measurable terms;
    - A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
    - A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
    - A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
    - A plan for managing a crisis situation;
    - A system to collect, analyze, and evaluate data about the student;
    - The school personnel, resources, and training needed before implementation of the BIP; and
    - The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

"Chemical restraint" means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other qualified health professional acting within the scope of the individual's professional authority under state law, for the standard treatment of a medical or psychiatric condition of a student and is administered as prescribed by the licensed physician or other qualified health professional acting within the scope of the individual's professional authority under state law.

"Crisis" means a situation in which a student engages in a behavior that threatens the health and safety of the student or others and includes without limitation a situation in which the student becomes aggressive or violent at school and is unable to regain self-control without posing a danger of injury to the student or others.

"Crisis intervention" means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from reoccurring after the crisis ends.

"Dangerous behavior" means the behavior of a student that presents an imminent danger of serious physical harm to the student or others; however, dangerous behavior does not include the following:

- Disrespect;
- Noncompliance;
- Insubordination; or
- Destruction of property that does not create an imminent danger.

"De-escalation" means the use of a behavior management technique that helps a student increase the student's control over the student's emotions and behavior and results in a reduction of a present or potential level of danger that in turn reduces the level of imminent danger of serious physical harm to the student or others.

"Emergency" means a serious and unexpected situation that requires immediate action and which may be dangerous.

"Functional Behavior Assessment" (FBA) means a problem analysis step that:

- Occurs within the context of data-based problem-solving and involves:
    - The review of existing records and other sources of information;
    - Diagnostic or historical interviews;
    - Structured academic or behavioral observations; and
    - Authentic, criterion-referenced, or norm-referenced tests; and
- Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

"Imminent danger" means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.

"Mechanical restraint" means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.

"Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.

"Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.

"Prone restraint" means restraining a student in a face-down position on the floor or another surface and applying physical pressure to the body of the student to keep the student in the prone position.

"Serious physical harm" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

"Supine restraint" means the restraint of a student in a face-up position on the student's back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.

Multi-Tiered Behavioral Interventions

The District shall establish a multi-tiered system of behavioral interventions for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior.

Behavior Intervention Team

A behavior intervention team (BIT) shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The BIT shall include members who are academic and behavioral assessment and intervention professionals.

A student's BIT shall:

a. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
b. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
c. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

Physical Restraint

Except in the case of a clearly unavoidable emergency situation in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency situation, the physical restraint of a student shall only be used by a member of school personnel who is appropriately trained to administer physical restraint.

When using physical restraint on a student, school personnel shall:

- Use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- Use the safest method available and appropriate to the situation;
- Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;
- Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
- Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and
- Continuously and visually observe and monitor the student while the student is under physical restraint.

Physical restraint of a student shall only be used for a limited period of time and shall not be used:

- When imminent danger or serious physical harm to the student or others dissipates;
- If a medical condition occurs that puts the student at risk of harm;
- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- After the threat of imminent danger of serious physical harm to the student or others dissipates; or
- In the following manner:
    - To punish or discipline the student;
    - To coerce the student;
    - To force the student to comply;
    - To retaliate against the student;
    - To replace the use of an appropriate educational or behavioral support;
    - As a routine safety measure;
    - As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
    - As a convenience for school personnel; or
    - To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

Even in an emergency, supine restraint shall not be used on a student except by a staff person who has been certified by a crisis intervention training program and the certified staff person determines that supine restraint is required to provide safety for the student and others.

At no time shall school personnel use the following on a student:

- Mechanical restraint;
- Chemical restraint;

- Aversive behavioral interventions that compromise health and safety;
- Physical restraint that is life-threatening or medically contraindicated; or
- Prone restraint or other restraint that restricts the breathing of a student.

Following the first incident of physical restraint used on a student, an FBA shall be conducted unless a previous FBA was conducted for the same behavior that was at issue when the physical restraint was used.

The use of physical restraint on a student as a planned behavioral intervention shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or other individual planning document but may be considered as a crisis intervention if appropriate for the student. A student's IEP team or 504 Plan team shall consider whether an FBA should be performed; if a BIP should be developed for the student or if a student's existing BIP should be revised; and if additional behavioral goals and interventions should be included in the student's existing IEP or 504 Plan.

Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel:

- The student's BIT;
- The student's IEP team; or
- The student's 504 Plan team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.

Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

Reports and Debriefing

After the occurrence of an incident involving physical restraint of a student, the building principal, or the principal's designee, shall be notified of the incident as soon as possible but by no later than the end of the school day when the incident occurred.

The student's parent shall be notified of the incident of the use of physical restraint via verbal or electronic communication as soon as possible but by no later than the end of the school day when the incident occurred. In the event the student's parent is unable to be notified via verbal or electronic communication within twenty-four (24) hours after the incident occurred, then the parent shall be mailed written notification of the incident within forty-eight (48) hours after the incident occurred.

School personnel involved in the incident shall document the incident in a written report, which is to be completed within twenty-four (24) hours after the incident occurred. The written report of the incident shall:

1. Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
2. Be maintained in the student's education record; and
3. Be provided to the student's parent within one (1) school day of the completion of the report.

A debriefing meeting shall be held within two (2) school days after the incident occurred. The following school personnel shall be present at the debriefing meeting

a. A member of school personnel who was present during the incident;
b. A member of school personnel who was in the proximity of the student on whom physical restraint was used immediately before and during the time of the incident;
c. A school administrator; and
d. Any other member of school personnel determined to be appropriate by the District.

The purpose of the debriefing meeting shall be to:

- Determine whether the procedures used during the incident were necessary;
- Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
- Evaluate the school district's behavioral intervention procedures and prevention techniques in order to

minimize future use of physical restraint; and
- If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:
    - Reevaluate the training needs of school personnel;
    - Reevaluate the physical restraint policy and practices; and
    - Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:
    a. The concerns of the student's parent;
    b. The student's social and medical history;
    c. The student's FBA, if one exists; and
    d. The student's BIP, if one exists;
2. Consider relevant information from the teachers, parents, and other District professionals;
3. Discuss whether the District's behavioral intervention procedures were appropriately implemented;
4. Discuss the duration and frequency of the use of physical restraint on the student;
5. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
6. Consider whether additional intervention and support is necessary for the student;
7. Consider whether additional intervention and support is necessary for school personnel; and
8. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
    a. The student;
    b. The student's parent; and
    c. Other school personnel or students who witnessed the incident.

DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:

- Submitted to the building principal;
- Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
- Maintained as part of the student's education record along with other documents consulted during the debriefing meeting.

References	**Description**
A.C.A. § 6-18-2401 et seq.	A.C.A. § 6-18-2401 et seq.

Cross References	**Description**
3.06	LICENSED PERSONNEL EMPLOYEE TRAINING
4.17	STUDENT DISCIPLINE

Policy 4.61: STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Status: ADOPTED

Original Adopted Date: 07/06/2023 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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 need physical assistance when using a restroom or changing facility that is located in the District.

References	Description
A.C.A. § 6-21-120	A.C.A. § 6-21-120
DESE Overnight Travel & Lavatory Rules	Division of Elementary and Secondary Education Rules Governing Public School Policies Relating to Overnight Travel and Use of Public School Lavatories

Policy 4.62: STUDENT NAME, TITLE, OR PRONOUN

Status: ADOPTED

Original Adopted Date: 07/06/2023 | **Last Revised Date:** 07/07/2025 | **Last Reviewed Date:** 07/07/2025

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.

References	Description
A.C.A. § 6-1-108	A.C.A. § 6-1-108

Policy 4.63: STUDENT RELIGIOUS EXPRESSION

Status: ADOPTED

Original Adopted Date: 07/06/2023 | **Last Revised Date:** 08/03/2026 | **Last Reviewed Date:** 08/03/2026

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

Student Assignments
Student assignments include, but are not limited to:

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

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

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

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

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

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

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

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

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

If the forum is a scheduled event with designated student speakers, the building principal shall have an opportunity to review pre-written remarks prior to the student's presentation at the scheduled forum. The principal may require

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

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

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

Information on how to participate in a student forum shall be provided to all students.

References	Description
A.C.A. § 6-10-139	A.C.A. § 6-10-139
A.C.A. § 6-18-101	A.C.A. § 6-18-101
A.C.A. § 6-18-1201 et seq.	A.C.A. § 6-18-1201 et seq.

Cross References	Description
4.14	STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE
5.17	HONOR ROLL AND HONOR GRADUATES

Policy 4.64: STUDENT USE OF ARTIFICIAL INTELLIGENCE

Status: ADOPTED

Original Adopted Date: 07/07/2025 | **Last Reviewed Date:** 07/07/2025

Definitions

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

The purpose of this policy is to establish guidelines for the responsible use of AI tools by District students. The policy applies to all students enrolled in the District and covers the use of AI tools when completing District assignments or projects.
The district shall provide teachers and students resources and education on AI literacy and digital citizenship. The District shall establish a committee who shall be responsible for the review and selection of AI tools that shall be available for students to use. All AI tools selected by the committee shall comply with applicable state and federal data privacy laws. Students shall only use AI tools that were approved by the District committee for classroom assignments or projects.
Teachers are responsible for providing instructions on when and how AI tools may be used for classroom assignments. Students may use AI tools as approved by their classroom teacher to enhance learning and develop future-ready skills.
Students should use AI tools ethically and responsibly, aligning with the district's educational objectives, and in a manner that does not harm themselves or others. As part of using AI tools responsibly, students should be cautious about the information they provide to AI tools and consult with a teacher if unsure. At no time shall Students share personal, sensitive, or confidential information with AI tools, especially AI tools requiring data input.

When a student uses AI tools, a student shall:

1. Review and verify the accuracy of content that is generated by an AI tool;
2. Cite AI tools used as part of an assignment or project as a source, following District citation guidelines; and
3. Be transparent about their use of AI in completing assignments.

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

The following actions regarding AI tools are strictly prohibited:

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

Students should report any inappropriate content or security concerns encountered while using AI tools to a teacher or administrator.
Violations of this policy shall be handled in accordance with the District's disciplinary procedures.

Minimum punishment will be conference; maximum punishment will be expulsion.

References	Description
15 U.S.C. § 6501 (COPPA)	15 U.S.C. § 6501 (COPPA)
20 U.S.C. § 1232g	20 U.S.C. § 1232g
34 C.F.R. Part 99	34 C.F.R. Part 99

References	Description
A.C.A. § 25-1-128	A.C.A. § 25-1-128
A.C.A. § 6-18-2601 et seq.	A.C.A. § 6-18-2601 et seq.

Cross References	Description
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

Policy 4.65: ANTISEMITISM PROHIBITED

Status: ADOPTED

Original Adopted Date: 07/07/2025 | **Last Reviewed Date:** 07/07/2025

"Antisemitism" means a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. Antisemitism may be expressed in speech; writing; visual forms; and actions, and employs sinister stereotypes and negative character traits.

The following are examples of actions, when taken as a whole, that may constitute antisemitism:

- The targeting of the state of Israel, conceived as a Jewish collectivity;
- Charging Jews with conspiring to harm humanity;
- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion;
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions;
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews;
- Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust);
- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust;
- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations;
- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor;
- Applying double standards by requiring of Israel a behavior not expected or demanded of any other democratic nation;
- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis;
- Drawing comparisons of contemporary Israeli policy to that of the Nazis; or
- Holding Jews collectively responsible for actions of the state of Israel.

Antisemitism does not include criticism of Israel similar to the criticism leveled against any other country.

Discrimination and harassment based on antisemitism is expressly prohibited.

The District shall appoint an individual to act as the District's Title VI Coordinator, who shall be responsible for investigating any complaints of discrimination or harassment based on antisemitism. The District shall:

1. Include contact information for the Title VI Coordinator in information that is provided to staff, students, and parents; and
2. Provide the following on the District website that may be accessed through a link titled "Antisemitism/Title VI":
    a. The District's definition of antisemitism;
    b. A statement that antisemitism is prohibited in the District's educational programs and activities;
    c. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
    d. Contact information for the District's Title VI Coordinator; and
    e. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

A student or a student's parent may contact the District Title VI Coordinator directly with any complaints of discrimination or harassment based on antisemitism. District employees are responsible for timely notifying the District Title VI Coordinator of any complaints they receive or incidents they witness of discrimination or harassment based on antisemitism.

Complaints of discrimination or harassment based on antisemitism shall be investigated and handled in accordance

with Policy 6.7—COMPLAINTS.

A student who is found to have violated the provisions of this policy may be subject to discipline, up to and including expulsion.

The District Title VI Coordinator shall report an incident or complaint of discrimination or harassment under this policy to the Arkansas Department of Education Title VI Coordinator.

In addition to the filing of a complaint under this policy, complaints of discrimination or harassment based on antisemitism may be submitted directly to the Title VI Coordinator at the Arkansas Department of Education.

Nothing in this policy shall be construed to diminish or infringe upon any right protected under the First Amendment to the United States Constitution or Arkansas Constitution, Article 2, §§ 4, 6, and 24.

References	Description
A.C.A. § 6-16-2001 et seq.	A.C.A. § 6-16-2001 et seq.

Cross References	Description
4.18	PROHIBITED CONDUCT
5.20	DISTRICT WEBSITE
6.07	COMPLAINTS

Policy 4.66: ARKANSAS DIRECT ADMISSIONS PROGRAM

Status: ADOPTED

Original Adopted Date: 07/07/2025 | **Last Reviewed Date:** 07/07/2025

The District shall participate in the Arkansas Direct Admissions Program. As part of the District's participation, the District shall provide data to the Division of Higher Education (DHE) that includes, without limitation:

1. A student's grade point average;
2. A student's assessment scores;
3. A student's course completion; and
4. Other information required by DHE.

The District shall inform all students about how the student may participate in the Arkansas Direct Admissions Program.

The District shall not actively discourage or prohibit an eligible student from participating in the Arkansas Direct Admissions Program.

References	Description
A.C.A. § 6-60-1701 et seq.	A.C.A. § 6-60-1701 et seq.

Policy 5.03: CURRICULUM DEVELOPMENT

Status: ADOPTED

Original Adopted Date: 07/12/2017 | **Last Revised Date:** 07/09/2024 | **Last Reviewed Date:** 07/09/2024

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 the Arkansas Academic 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 relevancy, 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.

The District shall not purchase curriculum for the District's reading program that is not from the list of curricula approved by the Division of Elementary and Secondary Education.

No curriculum or classroom instruction shall be provided on the following topics before grade five (5):

- Sexually explicit materials;
- Sexual reproduction;
- Sexual intercourse;
- Gender identity; or
- Sexual orientation.

References	Description
A.C.A. § 6-15-1505(a)	A.C.A. § 6-15-1505(a)
A.C.A. § 6-15-2906	A.C.A. § 6-15-2906
A.C.A. § 6-16-157	A.C.A. § 6-16-157
A.C.A. § 6-17-429	A.C.A. § 6-17-429
Standards for Accreditation 1-A.1, 1-A.4	Standards for Accreditation 1-A.1, 1-A.4

Cross References	Description
5.20	DISTRICT WEBSITE

Policy 5.05: SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

Status: ADOPTED

Original Adopted Date: 07/15/2019 | **Last Revised Date:** 06/05/2023 | **Last Reviewed Date:** 06/05/2023

Definitions
"Curriculum" means the sequences of public-school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

“Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public-school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

The use of instructional materials, including classroom events or activities associated with classroom instruction, 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, including classroom events or activities associated with classroom instruction, used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student.

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 5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

In addition to all other inspection rights under this policy, the following shall be made available for inspection regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program:

a. Curricula;
b. Materials;
c. Tests;
d. Surveys;
e. Questionnaires;
f. Activities; and
g. Instruction of any kind.

Except when directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction, the District shall provide written notification to parents and legal guardians of their ability to exercise their rights under this policy to review items A-G above or to challenge and/or opt their student out of items under A-G above as permitted under Policy 5.6. The District’s notification method shall ensure that the District receives a confirmation of the written notification receipt from parents and legal guardians.

The same notification requirements and opt out options as above for gender identity and sexual orientation shall apply to the sexual abuse and assault and human trafficking prevention education the District provides to students.

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

References	Description
20 USC § 1232h	20 USC § 1232h
A.C.A. § 6-16-1006	A.C.A. § 6-16-1006
A.C.A. § 6-16-155	A.C.A. § 6-16-155
A.C.A. § 6-16-157	A.C.A. § 6-16-157

Cross References	Description
5.06	CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Policy 5.06: CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Status: ADOPTED

Original Adopted Date: 07/05/2018 | **Last Revised Date:** 06/05/2023 | **Last Reviewed Date:** 06/05/2023

Definitions
"Curriculum" means the sequences of public-school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

“Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public-school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

Instructional and supplemental materials, including classroom events or activities associated with classroom instruction, 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, including classroom events or activities associated with classroom instruction, may do so by filling out a Challenge to Instructional Material 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 relevancy 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 relevancy 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 if the instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are:

- Misleading;

- Factually inaccurate; or
- Otherwise inappropriate for the intended educational use.

In addition to the notification requirements under Policy 5.5 and all other challenge rights under this policy, parents and legal guardians may opt their students out of any of the following by submission of form 5.6F2 regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program except when the item is directly related to a requirement under the Arkansas academic standards; a District employee is responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction:

a. Curricula;
b. Materials;
c. Tests;
d. Surveys;
e. Questionnaires;
f. Activities; and
g. Instruction of any kind.

Students who are excused under this policy from participating in any or all portions of items A-G above shall not be penalized for grading purposes if the student satisfactorily performs alternative lessons related to health.

The same notification requirements and opt out options as above for gender identity and sexual orientation shall apply to the sexual abuse and assault and human trafficking prevention education the District provides to students.

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

References	**Description**
20 USC § 1232h	20 USC § 1232h
A.C.A. § 6-16-1006	A.C.A. § 6-16-1006
A.C.A. § 6-16-155	A.C.A. § 6-16-155
A.C.A. § 6-16-157	A.C.A. § 6-16-157

Cross References	**Description**
5.05	SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

Policy 5.07: SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

Status: ADOPTED

Original Adopted Date: 07/06/2021 | **Last Revised Date:** 06/02/2025 | **Last Reviewed Date:** 06/02/2025

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

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

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

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

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

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

Kindergarten Through Grade Five (K-5) Libraries
The library media center located in a District elementary school that serves students in kindergarten through grade five (K-5) shall store non-age-appropriate sexual content, including without limitation a book or other resource that is located in the library media center that is available to the public, in a locked compartment.

For purposes of this policy, "non-age-appropriate sexual content" means any materials that include explicit instruction, promotion, or advocacy of sexual ideology, behaviors, or orientations that are not developmentally appropriate for kindergarten through grade five (K-5) students.

A student enrolled in the school shall not view or check out a book or other resource that concerns non-age-appropriate sexual content without the prior written approval from the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

District staff who are found to have knowingly violated the provisions of this section of the policy shall be disciplined in accordance with A.C.A. 6-25-107.

Challenges:
The parent, legal guardian, person having lawful control of a student, or person acting in loco parentis of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process.

Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the Request for Formal Reconsideration Form prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

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

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

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

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

References	Description
A.C.A. § 6-25-101 et seq.	A.C.A. § 6-25-101 et seq.

Policy 5.10: ARTIFICIAL INTELLIGENCE

Status: ADOPTED

Original Adopted Date: 06/02/2025 | **Last Reviewed Date:** 06/02/2025

Definitions

"Artificial Intelligence (AI)" means a machine-based system that can, based on a given set of human-defined objectives, make predictions, recommendations, or decisions influencing a real or virtual environment.

"AI Tools" means Software, hardware, or cloud-based applications that use AI to aid in tasks like content creation, data analysis, and personalized learning. For purposes of this policy, AI tools does not include items such as spell check or grammar check.

"Automated decision tool" means an AI tool that has been specifically developed and marketed, or specifically modified, to make or to be a controlling factor in making consequential decisions.

The Valley View School District Board of Directors desires to provide guidance for the appropriate use of AI technologies in curriculum development, instruction, and related educational activities that is aligned with the Arkansas Academic Standards and safeguards student data and privacy while encouraging innovation.

Any AI tools or programs utilized by the District must adhere to State and federal laws; State rules; and Federal regulations governing data use, privacy, and security. Any AI tool used must comply with the District's policies on data privacy and security, especially concerning student information.

The superintendent shall establish a committee who shall be in charge of reviewing and approving any AI tools, including automated decision tools, before they may be used. The committee shall establish the procedures the committee shall use for approving AI tool selection. The District shall provide resources to support the integration of approved AI tools.

All curriculum and instructional materials that were created with AI tools shall align with the Arkansas Academic Standards and District educational goals.

Staff shall document the extent and manner AI tools were used in the creation of curriculum or instructional materials. Staff shall ensure the content created with the assistance of AI tools is accurate and free from bias.

The District shall regularly review the impact AI tools have on the District's educational outcomes and shall update this policy as necessary following the review.

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

Cross References	Description
3.58	LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE
4.13	PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION
4.64	STUDENT USE OF ARTIFICIAL INTELLIGENCE
7.16	INFORMATION TECHNOLOGY SECURITY
8.49	CLASSIFIED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE

Policy 5.11: DIGITAL LEARNING COURSES

Status: ADOPTED

Original Adopted Date: 07/12/2017 | **Last Revised Date:** 02/06/2024 | **Last Reviewed Date:** 02/06/2024

Definitions
For the purposes of this policy:
"Blended Learning" is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

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

"Instructional Materials" means:
1. Traditional books, textbooks, and trade books in printed and bound form;
2. Activity-oriented programs that may include:

- Manipulatives;
- Hand-held calculators;
- Other hands-on materials; and

3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

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

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

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

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

The District shall annually determine what District created digital learning courses it will provide to our students. The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved as part of the Arkansas Course Choice Program by the Division of Elementary and Secondary Education (DESE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by DESE.

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

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any scheduled courses digitally if offered digitally by the District or, if applicable, through the Arkansas Course Choice Program. The student's attendance in the student's digital course(s) shall be determined in accordance with Policy 4.7—ABSENCES.

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

Except as required by Policy 5.19, the District may restrict a student's access to digital courses when the student's building principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

References	Description
A.C.A. § 6-16-1401 et seq.	A.C.A. § 6-16-1401 et seq.
A.C.A. § 6-16-1701 et seq.	A.C.A. § 6-16-1701 et seq.
A.C.A. § 6-18-213	A.C.A. § 6-18-213
A.C.A. § 6-18-222	A.C.A. § 6-18-222
A.C.A. § 6-28-109	A.C.A. § 6-28-109
DESE Rules Governing Distance & Digital Learning	DESE Rules Governing Distance and Digital Learning

Cross References	Description
4.07	ABSENCES
5.08	USE OF COPYRIGHTED MATERIALS
5.19	ARKANSAS COURSE CHOICE PROGRAM

Policy 5.12: COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

Status: ADOPTED

Original Adopted Date: 07/12/2017 | **Last Revised Date:** 07/13/2022 | **Last Reviewed Date:** 07/13/2022

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. A student who desires to complete an independent study shall:

1. Either:

   - Have at least one (1) credit from a DESE approved computer science course; or
   - Submit computer science work product that satisfactorily demonstrates the competencies expected within the DESE Computer Science Standards to a local advisor;

2. Develop an educational plan that is tied directly to extending the computer science concepts found within:

   - The most current revision of the Arkansas High School Computer Science Standards;
   - College Board AP Computer Science Principles or A; and/or
   - IB Computer Science SL or HL;

3. Submit the study plan to a local advisor for approval; and
4. Produce a final product for presentation.

The advisor is responsible for reviewing, monitoring, and approving the student's study plan. The study plan should include anticipated objectives that allow the advisor to evaluate the student's study progress. The student is responsible for submitting regular written reports to the advisor concerning the student's progress towards the student's independent study goals.

The student's hours of study shall be documented by the most appropriate of the following methods:

- Being assigned a class period during the instructional day that is dedicated to the student's independent study;
- Using the District's system to track student time for digital courses if the student's attendance and assignments are through a digital classroom; and
- Using another hour tracking system approved by the district Superintendent that provides for accurate tracking of hours and provides safeguards against improper reporting by the student.

A student who completes a computer science independent study shall receive credit for the independent study as a Computer Science Flex Credit based on the amount of documented study hours as follows:

a. Half (1/2) credit for completing sixty (60) study hours; or
b. One (1) credit for completing one hundred twenty (120) study hours.

References	Description
Arkansas CS Standards: 9–12 Internship	Arkansas Computer Science Standards for Grades 9-12 Internship
Arkansas CS: 9–12 Independent Study Standards	Arkansas Computer Science Standards for Grades 9-12 Independent Study

Cross References	Description
4.45	GRADUATION REQUIREMENTS
5.16	COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Policy 5.14: HOMEWORK

Status: ADOPTED

Original Adopted Date: 10/01/2012 **| Last Revised Date:** 08/05/2015 **| Last Reviewed Date:** 08/05/2015

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.

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.

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

Policy 5.15: GRADING

Status: ADOPTED

Original Adopted Date: 08/05/2013 | **Last Revised Date:** 06/02/2025 | **Last Reviewed Date:** 06/02/2025

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons standing in loco parentis, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine (9) week grading period1 to keep parents/guardians informed of their student's progress.

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

The grades of a child in foster care shall not be lowered due to an absence from school due to:

1. A change in the child's school enrollment;
2. The child's attendance at a dependency-neglect court proceeding; or
3. The child's attendance at court-ordered counseling or treatment.

The grading scale for all schools in the district shall be as follows:
A =100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:
A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

The grade point values for 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.

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus, the final grade would be (0.25 X 83) + (0.75 X 75) = 77%.

Kindergarten Grading Scale

In order for assessment to be developmentally appropriate, kindergarten will use a checklist based on the Arkansas Department of Education Frameworks for Kindergarten. Comprehensive assessment in areas of language arts, personal development, math, and social development is completed through observations, group testing, and individual testing each quarter. Results are reported to parents for each skill listed on the checklist:
(v) Proficient
(-) Not proficient
() Skill not taught during grading period

The Arkansas Frameworks may be accessed at http://arkansased.org/teachers/frameworks.html

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References	Description
A.C.A. § 6-15-902	A.C.A. § 6-15-902
A.C.A. § 9-28-113(f)	A.C.A. § 9-28-113(f)
DESE Rules Governing Grading and Course Credit	DESE Rules Governing Grading and Course Credit
Standards For Accreditation 5-A.1	Standards For Accreditation 5-A.1

Policy 5.16: COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Status: ADOPTED

Original Adopted Date: 07/12/2017 | **Last Reviewed Date:** 07/12/2017

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

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

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

References	Description
Arkansas CS Standards: 9–12 Internship	Arkansas Computer Science Standards for Grades 9-12 Internship
Commissioner's Memo CNU-17-051	Commissioner's Memo CNU-17-051
Commissioner's Memo COM-19-050	Commissioner's Memo COM-19-050

Cross References	Description
4.45	GRADUATION REQUIREMENTS
5.12	COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

Policy 5.17: HONOR ROLL AND HONOR GRADUATES

Status: ADOPTED

Original Adopted Date: 07/05/2011 | **Last Revised Date:** 08/03/2026 | **Last Reviewed Date:** 08/03/2026

HONOR ROLL AND HONOR GRADUATES FOR THE GRADUATING CLASS OF 2027

HONOR ROLL
A student who has all A's and B's will be placed on the honor roll at the end of each nine week's period. No grade below a "B" will be permitted. AP Classes, no grade below a "C" will be permitted.

HONOR GRADUATES AND CLASS RANK
Any student who has successfully completed the minimum core of high school courses with a 3.50 GPA through the first seven semesters (not to be rounded off) shall be eligible for distinction as an honor graduate from Valley View High School as long as the classes completed include a minimum of two credits of the same foreign language and a minimum of 8 semester courses in any combination of courses from the following list:

- Advanced Placement (AP) courses for which the student completed the course and applicable AP exam to earn weighted credit
- Concurrent college courses completed on the Valley View High School campus through ASU-Jonesboro or Black River Technical College or approved concurrent college courses transferred from a previous high school
- Weighted courses approved by ADE: DESE, approved by Valley View High School, and completed on the Valley View High School campus or weighted courses approved by ADE: DESE transferred from a previous high school
- International Baccalaureate (IB) courses transferred in from a previous high school for which the student completed the course and the applicable IB exam to earn weighted credit

Final class ranking for identifying honor graduate status will be computed at the end of eight (8) semesters. Students will be advised on preliminary GPA and class ranking at the end of six (6) semesters and seven (7) semesters. For students graduating in less than eight (8) semesters, the final GPA and ranking will be computed at the time the graduation requirements are completed.

There shall be three different levels of honor graduate distinction:
Summa Cum Laude – Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 4.00 (not to be rounded off).
Magna Cum Laude – Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 3.70 (not to be rounded off) and a maximum GPA of 3.99.
Cum Laude – Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 3.50 (not to be rounded off) and a maximum GPA of 3.69.
Class Rank: The class rank for these students will be ordered based on their earned GPA.

CLASS RANK FOR GRADUATION RECOGNITION
High school students who have earned the distinction of summa cum laude will have their GPA and class ranking figured on the number of credits required for graduation in order to designate valedictorian and salutatorian of the graduating class. This is to prevent students from being penalized for taking a larger number of credit classes. Any grade lower than an "A" must be included in the 23 credits and all Advanced Placement grades and other approved weighted courses will be counted in the 23 credits. For the purpose of identifying valedictorian and salutatorian, concurrent college course credits will be non-weighted.

This calculation is only for the purpose of identifying valedictorian and salutatorian. The student with the highest GPA from this calculation will be designated as class valedictorian and the second highest GPA from this calculation will be designated as class salutatorian. In the event of a tie, the students will share the recognition of valedictorian and/or salutatorian. Valley View will recognize students designated as valedictorian and salutatorian at the graduation ceremony.

Final class ranking for the purpose of identifying valedictorian and salutatorian will be computed for only students with the distinction of summa cum laude at the end of eight (8) semesters. Students will be advised on preliminary GPA and class ranking at the end of six (6) and seven (7) semesters. For students graduating in less than eight (8) semesters, the final GPA and ranking will be computed at the time the graduation requirements are completed.

Note: To be eligible to receive the designation of valedictorian or salutatorian, a student must attend Valley View for

his/her full Senior year, which is defined as enrolling prior to the end of the second week of 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.

HONOR ROLL AND HONOR GRADUATES FOR THE GRADUATING CLASS OF 2028, 2029 AND 2030

HONOR ROLL
A student who has all A's and B's will be placed on the honor roll at the end of each nine week period. No grade below a "B" will be permitted. AP Classes, no grade below a "C" will be permitted.

HONOR GRADUATES AND CLASS RANK
Any student who has successfully completed the minimum core of high school courses with a 3.50 GPA through the first seven semesters (not to be rounded off) shall be eligible for distinction as an honor graduate from Valley View High School as long as the classes completed include:

- A minimum of two (2) credits of the same foreign language,
- A minimum of two (2) Advanced Placement (AP) courses for which the student completed the course and applicable AP exam to earn weighted credit, and
- A minimum of four (4) additional semester courses in any combination of courses from the following list:
    - Advanced Placement (AP) courses for which the student completed the course and applicable AP exam to earn weighted credit
    - Concurrent college courses completed on the Valley View High School campus through ASU-Jonesboro or Black River Technical College or approved concurrent college courses transferred from a previous high school.
    - Weighted courses approved by ADE: DESE, approved by Valley View High School, and completed on the Valley View High School campus or weighted courses approved by ADE: DESE transferred from a previous high school
    - International Baccalaureate (IB) courses transferred in from a previous high school for which the student completed the course and the applicable IB exam to earn weighted credit

Final class ranking for identifying honor graduate status will be computed at the end of eight (8) semesters. Students will be advised on preliminary GPA and class ranking at the end of six (6) semesters and seven (7) semesters. For students graduating in less than eight (8) semesters, the final GPA and ranking will be computed at the time the graduation requirements are completed.

There shall be three different levels of honor graduate distinction:
Summa Cum Laude – Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 4.17 (not to be rounded off).
Magna Cum Laude – Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 3.90 (not to be rounded off) and a maximum GPA of 4.16.
Cum Laude – Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 3.7 (not to be rounded off) and a maximum GPA of 3.89.
Class Rank: The class rank for these students will be ordered based on their earned GPA.

CLASS RANK FOR GRADUATION RECOGNITION
High school students who have earned the distinction of summa cum laude and have completed a minimum of five (5) Advanced Placement (AP) courses for which the student completed the course and applicable AP exam to earn weighted credit will have their GPA and class ranking figured on the number of credits required for graduation in order to designate valedictorian and salutatorian of the graduating class. This is to prevent students from being penalized for taking a larger number of credit classes. Any grade lower than an "A" must be included in the twenty-three (23) credits and all grades for Advanced Placement, concurrent college credit, and other approved weighted courses will be counted in the 23 credits. For the purpose of identifying valedictorian and salutatorian, all three (3) semester hour concurrent college credit courses will be counted as one-half (0.5) high school credit.

This calculation is only for the purpose of identifying valedictorian and salutatorian. The student with the highest GPA from this calculation will be designated as class valedictorian and the second highest GPA from this calculation will be designated as class salutatorian. In the event of a tie, the students will share the recognition of valedictorian and/or salutatorian. Valley View will recognize students designated as valedictorian and salutatorian at the

graduation ceremony.

Final class ranking for the purpose of identifying valedictorian and salutatorian will be computed for only students with the distinction of summa cum laude at the end of eight (8) semesters. Students will be advised on preliminary GPA and class ranking at the end of six (6) and seven (7) semesters. For students graduating in less than eight (8) semesters, the final GPA and ranking will be computed at the time the graduation requirements are completed.

Note: To be eligible to receive the designation of valedictorian or salutatorian, a student must be enrolled in public school for the entirety of the student's high school career and attend Valley View for his/her full final year, which is defined as enrolling prior to the end of the second week of 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.

HONOR ROLL AND HONOR GRADUATES FOR THE GRADUATING CLASS OF 2031 AND THEREAFTER

HONOR ROLL

A student who has all A's and B's will be placed on the honor roll at the end of each nine week period. No grade below a "B" will be permitted. AP Classes, no grade below a "C" will be permitted.

HONOR GRADUATES AND CLASS RANK

Any student who has successfully completed the minimum core of high school courses with a 3.50 GPA through the first seven semesters (not to be rounded off) shall be eligible for distinction as an honor graduate from Valley View High School as long as the classes completed include:

- A minimum of two (2) credits of the same foreign language,
- A minimum of two (2) Advanced Placement (AP) courses for which the student completed the course and applicable AP exam to earn weighted credit, and
- A minimum of four (4) additional semester courses in any combination of courses from the following list:
    - Advanced Placement (AP) courses for which the student completed the course and applicable AP exam to earn weighted credit
    - Concurrent college courses completed on the Valley View High School campus through ASU-Jonesboro or Black River Technical College or approved concurrent college courses transferred from a previous high school.
    - Weighted courses approved by ADE: DESE, approved by Valley View High School, and completed on the Valley View High School campus or weighted courses approved by ADE: DESE transferred from a previous high school
    - International Baccalaureate (IB) courses transferred in from a previous high school for which the student completed the course and the applicable IB exam to earn weighted credit

Final class ranking for identifying honor graduate status will be computed at the end of eight (8) semesters. Students will be advised on preliminary GPA and class ranking at the end of six (6) semesters and seven (7) semesters. For students graduating in less than eight (8) semesters, the final GPA and ranking will be computed at the time the graduation requirements are completed.

There shall be three different levels of honor graduate distinction:
Summa Cum Laude – Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 4.17 (not to be rounded off).
Magna Cum Laude – Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 3.90 (not to be rounded off) and a maximum GPA of 4.16.
Cum Laude – Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 3.7 (not to be rounded off) and a maximum GPA of 3.89.
Class Rank: The class rank for these students will be ordered based on their earned GPA.

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.

References	Description
A.C.A. § 6-18-101 (a) (1)	A.C.A. § 6-18-101 (a) (1)
A.C.A. § 6-18-101 (a) (2)	A.C.A. § 6-18-101 (a) (2)
A.C.A. § 6-18-101 (b)	A.C.A. § 6-18-101 (b)
A.C.A. § 6-18-101(e)	A.C.A. § 6-18-101(e)
A.C.A. § 6-61-217(a)	A.C.A. § 6-61-217(a)

Cross References	Description
4.63	STUDENT RELIGIOUS EXPRESSION

Policy 5.18: HEALTH SERVICES

Status: ADOPTED

Original Adopted Date: 07/06/2021 | **Last Revised Date:** 06/05/2023 | **Last Reviewed Date:** 06/05/2023

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.

The District shall develop an age-appropriate seizure education program for the District's students consistent with training programs and guidelines developed by the Epilepsy Foundation of America.

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 Chapter Five: Delegation of Nursing Care.

Annually, the information reported in the Division of Elementary and Secondary Education Health Services Survey shall be provided to the Board.

References	Description
A.C.A. § 6-18-709	A.C.A. § 6-18-709
A.C.A. § 6-18-720	A.C.A. § 6-18-720

Policy 5.19: ARKANSAS COURSE CHOICE PROGRAM

Status: ADOPTED

Original Adopted Date: 06/05/2023 | **Last Revised Date:** 07/06/2026 | **Last Reviewed Date:** 07/06/2026

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

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

The ACCP course catalog shall be made available to all students during student course selection.2 The District shall not actively discourage, intimidate, or threaten a student during course selection to not take a course through the ACCP.

A student attending courses through the ACCP shall enroll in at least one (1) course at the District, which may be either in person or a digital course offered by the District.

A District student attending courses through the ACCP is entitled to the following services as if the student were attending courses at the District:

1. Required assessments, including without limitation:
    a. Statewide assessments;
    b. Advanced Placement; and
    c. International Baccalaureate,
2. Participation in extracurricular or cocurricular activities; and
3. Special education services pursuant to the student's individualized education program.

Credits earned through the ACCP shall appear on a student's official transcript and count fully towards the student's graduation requirements.

References	Description
A.C.A. § 6-15-1701 et seq.	A.C.A. § 6-15-1701 et seq.

Cross References	Description
5.11	DIGITAL LEARNING COURSES

Policy 5.20: DISTRICT WEBSITE

Status: ADOPTED

Original Adopted Date: 07/12/2017 | **Last Revised Date:** 06/02/2025 | **Last Reviewed Date:** 06/02/2025

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

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

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

1. All pages on the District's website may contain advertising and links only to educational sources.
2. The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. 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).
4. The District's web server shall host the Valley View District's website.
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.
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 Valley View School 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":
    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;
    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;
    l. The names, email addresses, 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;
    o. School-Level Improvement Plans;
    p. The District Strategic Plan;
    q. Student discipline policies;
    r. Comprehensive School Counseling Plan;
    s. The District financial policies;

t. Student handbooks;
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.

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

Cross References	Description
1.14	MEETING AGENDA
3.26	LICENSED PERSONNEL SEXUAL HARASSMENT
3.59	ANTISEMITISM PROHIBITED
4.02	ENTRANCE REQUIREMENTS
4.13	PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Cross References	Description
4.27	STUDENT SEXUAL HARASSMENT
4.57	IMMUNIZATIONS
4.65	ANTISEMITISM PROHIBITED
5.02	PLANNING FOR EDUCATIONAL IMPROVEMENT
5.03	CURRICULUM DEVELOPMENT
8.20	CLASSIFIED PERSONNEL SEXUAL HARASSMENT

Policy 5.20.1: WEBSITE PRIVACY POLICY

Status: ADOPTED

Original Adopted Date: 07/12/2017 | **Last Revised Date:** 07/09/2024 | **Last Reviewed Date:** 07/09/2024

The Valley View School District operates and maintains a website for the purpose of informing the citizens of the district about its activities. The website does not use “cookies” or ISP addresses to collect or retain personally identifying information about visitors to its website 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 website 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.

Cross References	Description
4.13	PRIVACY OF STUDENTS’ RECORDS/ DIRECTORY INFORMATION

Policy 5.21: ACCELERATED LEARNING COURSES

Status: ADOPTED

Original Adopted Date: 02/08/2011 | **Last Revised Date:** 06/02/2025 | **Last Reviewed Date:** 06/02/2025

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 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 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 the student receives in the course as if it were a non-AP or IB course.[2]

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:

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 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.

References	Description
A.C.A. § 6-15-902	A.C.A. § 6-15-902
A.C.A. § 6-16-1201 et seq.	A.C.A. § 6-16-1201 et seq.
DESE Rules Governing Grading and Course Credit	DESE Rules Governing Grading and Course Credit

Policy 5.22.1: CONCURRENT CREDIT

Status: ADOPTED

Original Adopted Date: 08/05/2013 | **Last Revised Date:** 07/06/2026 | **Last Reviewed Date:** 07/06/2026

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution of higher education (IHE) approved by the Division of Higher Education (ADHE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit.

A student who takes a three (3) semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet core subject area/unit requirements.

If a student withdraws from a college course, that student will be placed in a comparable high school course, if available, to provide an opportunity for the student to receive high school credit. If there is no available comparable high school course, the student's transcript will be changed to a grade of "NC" (No Credit) for any such course from which the student withdraws.

A student earning a grade of "F" for a concurrent college course may seek to recover credit under the Credit Recovery policy.

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

Concurrent Credit Courses
A student's participation in the concurrent high school and college credit program must be either:

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

While students are ultimately responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s), the District shall work with the IHE(s) to establish a process for the District to receive student transcripts. Credit for concurrent credit courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize student's eligibility for extracurricular activities or graduation; awarding of a diploma of merit or a diploma of distinction; or eligibility for honor graduate or graduation recognition.

A student or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student shall not be responsible for tuition, fees, or materials for participation in a concurrent credit course.

The District shall work with the IHE to ensure that a student receives any accommodations for a concurrent credit course that are required by the student's Individual Education Program (IEP), 504 Plan, or Language Proficiency Assessment Committee (LPAC) Plan.

Dual Enrollment Courses
Dual enrollment courses are college courses that are:

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

- Not taken through the Arkansas Course Choice Program.

Unless approved by the school's counselor, prior to enrolling for the course, dual enrollment courses shall be applied toward the student's graduation requirements as an elective.

Students are responsible for having the transcript for the dual enrollment course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for dual enrollment courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize students' eligibility for extracurricular activities; graduation; awarding of a diploma of merit or a diploma of distinction; or eligibility for honor graduate or graduation recognition.

A student or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student are solely responsible for tuition, fees, or materials for participation in a dual enrollment course.

The student's parent, legal guardian, person standing in loco parentis to the student, or the person having lawful control of the student or the student if the student is eighteen (18) years of age or older are responsible for working with the IHE to ensure that the student receives any necessary accommodations for a dual enrollment course.

Policy 5.24: STUDENT PARTICIPATION IN SURVEYS

Status: ADOPTED

Original Adopted Date: 09/01/2015 | **Last Revised Date:** 07/09/2024 | **Last Reviewed Date:** 07/09/2024

No student shall be required to submit to a survey, analysis, or evaluation that 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 student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis that reveals information concerning the following:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or the student's 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 parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

No surveys, analyses, or evaluations shall be administered without the prior approval of the school principal.

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 (8) categories listed above.

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 (8) categories listed above shall be available to be inspected by a student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis before the survey is administered or distributed by a school to a student.
Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the survey, analysis, or evaluation shall be available for inspection for a period of ten (10) business days after the notice of intent to administer the survey, analysis, or evaluation is sent. The notice shall include information regarding how the survey, analysis, or evaluation will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey, analysis, or evaluation. Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis may refuse to allow their student to participate before or after reviewing the survey, analysis, or evaluation. The school shall not penalize or otherwise retaliate against a student whose Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis exercised their right to refuse to allow their student to participate in the survey, analysis, or evaluation.

The above requirements of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Except for assessments mandated by State or Federal law; State Rule; or Federal regulation and standardized scholastic achievement tests, prior written permission from a student's Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis is required before any survey, analysis, or evaluation administered to a student if the survey, analysis, or evaluation:

A. Responses are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government; and
B. Requests or requires a student to provide any of the eight (8) categories of information listed above; and/or
C. Requests or requires a student to provide any of the following:

- A student's name;
- The name of the student's parents, legal guardians, persons having lawful control of the student, person standing in loco parentis, or other member of the student's family;
- The address, telephone number, or email address of a student or a member of a student's family;
- 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;
- Any information, the disclosure of which is regulated, or prohibited by any other State or federal law; State rule; or Federal regulation.

The rights provided to parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis under this policy transfer to the student when the student turns eighteen (18) years old.

References	Description
20 USC § 1232h	20 USC § 1232h
A.C.A. § 6-18-1301 et seq.	A.C.A. § 6-18-1301 et seq.

Policy 5.25: MARKETING OF PERSONAL INFORMATION

Status: ADOPTED

Original Adopted Date: 07/05/2018 | **Last Revised Date:** 07/09/2024 | **Last Reviewed Date:** 07/09/2024

The Valley View 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. The first and last name of a student or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis,
2. A home or other physical address (including street name and the name of the city or town),
3. Telephone number, and
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:

a. College or other postsecondary education recruitment, or military recruitment;
b. Book clubs, magazines, and programs providing access to low cost literary products;
c. Curriculum and instructional materials used by elementary schools and secondary schools;
d. 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;
e. The sale by students of products or services to raise funds for school related or education related activities; and
f. Student recognition programs.

References	Description
20 USC § 1232h	20 USC § 1232h

Policy 5.26: ALTERNATIVE LEARNING ENVIRONMENTS

Status: ADOPTED

Original Adopted Date: 07/07/2020 **| Last Revised Date:** 07/13/2022 **| Last Reviewed Date:** 07/13/2022

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

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate);
    - The District shall document its efforts to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to schedule a meeting or a phone call for a placement meeting at the convenience of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis, and maintain such documentation in the student's Student Action Plan (SAP).
- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

Students who are placed in the ALE shall exhibit at least two (2) of the following characteristics

1. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
2. Abuse: physical, mental, or sexual;
3. Frequent relocation of residency;
4. Homelessness;
5. Inadequate emotional support;
6. Mental/physical health problems;
7. Pregnancy;
8. Being a single parent;
9. Personal or family problems or situations;
10. Recurring absenteeism;
11. Dropping out from school; or
12. Disruptive behavior.

Before or upon entry into the ALE, the ALE program shall assess the student in order to provide intervention services designed to address the student's specific educational and behavioral needs, with the focus for behavioral needs on long-term improvement of the student's ability to control the student's behavior.

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

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student. The SAP may be revised from time to time by the ALE placement team.
The SAP shall contain at a minimum:

a. A plan of intervention services to be provided to address the student's specific educational needs and, if appropriate, the student's behavioral needs;
b. Goals and objectives necessary to achieve positive reintegration into the regular educational environment;
c. Exit criteria on which to base a student's return to the regular educational environment;
d. Documentation of the presence of the characteristics listed above that were the reason for the student's referral to the ALE program;
e. Documentation of the specific ALE programming and supports that will address each identified characteristic or situation causing a barrier to the student's success; and
f. A positive behavior or transitional plan prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the Division of Elementary and Secondary Education (DESE) Rules.

An ALE hybrid program may be selected as the ALE student placement by the Alternated Education Placement Team. An increased percentage of remote instruction, or placement of a student in an ALE hybrid program, shall only be used to meet a student's academic and social and emotional goals outlined in the student's SAP and not as a punishment or negative consequence.

Students in an ALE hybrid program shall participate on-site for direct support at least twenty percent (20%) of the total instructional time. The district will monitor student success to determine the need for additional direct support if there is a lack of expected progress by a student. Additional direct support may include an increased percentage of on-site instruction and additional services and supports.

References	Description
A.C.A. § 6-20-2305(b)(2)	A.C.A. § 6-20-2305(b)(2)
A.C.A. § 6-48-101 et seq.	A.C.A. § 6-48-101 et seq.
DESE Rules Governing Student Special Needs Funding	DESE Rules Governing Student Special Needs Funding – 3.01, 4.00, and 8.0
DESE Rules: Student Discipline	Division of Elementary and Secondary Education Rules Governing Student Discipline

Policy 6.02: RELATIONS WITH SCHOOL SUPPORT ORGANIZATIONS

Status: ADOPTED

Original Adopted Date: 09/01/2015 | **Last Revised Date:** 07/13/2022 | **Last Reviewed Date:** 07/13/2022

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.

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.

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.

Policy 6.04: VOLUNTEERS

Status: ADOPTED

Original Adopted Date: 09/01/2015 | **Last Revised Date:** 06/02/2025 | **Last Reviewed Date:** 06/02/2025

Enlisting the support of volunteers is a way 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 licensed 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 a provision for evaluation of the volunteer program and a method for soliciting suggestions from both the volunteers and staff for its improvement.

All volunteers who intend to act as head coaches or assistant coaches must:

1. Be at least twenty-two (22) years of age; and
2. Meet the requirements adopted by the Arkansas Activities Association (AAA) to volunteer for any athletics program for grades seven (7) through twelve (12).

A member of the board of directors of the District or the spouse of a member of the board of directors of the District may not be a registered volunteer for the District unless a majority of the disinterested members of the Board of Directors approves a resolution for the board member or board member's spouse to be a registered volunteer. The resolution approving the board member or board member's spouse to be a registered volunteer shall be effective for only one (1) school year.

A volunteer may act as a head coach in all varsity junior and senior high sports administered by the AAA except in the following sports:

- Football;
- Basketball; and
- Track and field.

Background Checks for Volunteers

For the purposes of this policy, "clear background check" means that:

- A background check was performed on the potential school volunteer in accordance with A.C.A. §§ 12-12-1601 et seq.;
- The potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. §§ 6-17-410, 6-17-411 or 6-17-414 according to both the National and Arkansas background checks;
- The potential school volunteer's name was not found on the Child Abuse Central Registry; and
- The Arkansas Educator Licensure System does not indicate the potential volunteer to:
  - Have a currently suspended or revoked educator's license; or
  - Be the recipient of a current Level 3 or Level 4 public notification of ethics violation.

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once received, a clear background check for volunteers is good for ten (10) years; a background check renewal must be applied for and a clear background check received prior to the time of renewal or an interruption of permitted volunteer service could occur. A clear background check will be accepted of any individual wishing to volunteer provided it was conducted within the timeframe provided for in this policy.

The application for an initial background check may be made through the District administrative office. The District may charge the potential volunteer the same fee charged by the State of Arkansas for performing the check.

A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of the individual's entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration: the circumstance or circumstances surrounding the act or omission that lead to the conviction, Child Abuse Registry true finding, or the receipt of the Level 3 or Level 4 Public Notification of Ethics Violation; the age of the person at the

time of the act or omission; the length of time that has passed without reoffending; and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may adopt a resolution by majority vote providing an exception to this policy's requirement for a time period not to exceed five (5) years. The board must consider this matter in open session, and may not confer or deliberate in closed or executive session.

The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender or whose educator license has been revoked or is currently suspended.

Clear background checks for school volunteers are required for those individuals who are required to be or who seek to become Registered Volunteers, as defined in A.C.A. § 6-22-102 et seq. In addition to volunteers wishing to participate in the registered volunteers' program, clear background checks are required for:

- School volunteers who wish to accompany students on overnight school trips.
- School volunteers who wish to volunteer to work one-on-one or in small groups of five (5) or fewer students, such as a tutor or a mentor, for more than thirty (30) hours in a school year.

Volunteers providing service to the school district, school, teacher, or classroom will be issued volunteer identification to wear prominently when performing their volunteer duties.

No information relating to the application for or receipt of a criminal background check, including that a background check has or has not been applied for, shall be subject to disclosure under the Arkansas Freedom of Information Act, as provided by A.C.A. §§ 12-12-1601 et seq. Requests for background checks and reports on background checks obtained under this policy shall be retained by the district for a minimum of three (3) years.

The superintendent or a third-party vendor shall report to the state board the name of any person working as a registered volunteer in an athletic coaching capacity who:

1. Has pleaded guilty or nolo contendere to or has been found guilty of any felony or misdemeanor listed in A.C.A. § 6-17-410(b);
2. Has been arrested or charged with any felony or misdemeanor listed in A.C.A. § 6-17-410(b);
3. Has intentionally compromised the validity or security of any student test or testing program administered or required by the Division of Elementary and Secondary Education (DESE);
4. Has knowingly submitted falsified information or failed to submit information requested or required by law to DESE, the State Board, or Arkansas Legislative Audit; or
5. Has a true report in the Child Maltreatment Central Registry.

The District shall maintain the following information on volunteers:

a. The total number, location, and duties of all volunteers;
b. The total number of annual hours of service provided by volunteers; and
c. Any reimbursements made to volunteers for expenses, transportation, or other costs incurred in connection with volunteer services.

Volunteers who are mandated reporters will be made aware of their status as mandated reporters of child maltreatment and will receive training on the responsibilities of a mandated reporter.

Registered volunteers who will be working with students in an athletic coaching capacity or are in the process of obtaining a coaching certificate through the Arkansas Activities Association shall be informed that they are bound by the Code of Ethics for Arkansas Educators and shall receive training on the Code of Ethics.

At least once every three (3) years, registered volunteer coaches shall receive training related to the recognition and management of concussions, dehydration, or other health emergencies; students' health and safety issues related to environmental issues; communicable diseases; and sudden cardiac arrest. The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety. Registered volunteer coaches shall maintain a Basic Life Support certification in cardiopulmonary resuscitation and automated external defibrillation.

References	Description
A.C.A. § 12-18-402	A.C.A. § 12-18-402

References	Description
A.C.A. § 12-18-909(g)(21)	A.C.A. § 12-18-909(g)(21)
A.C.A. § 21-13-101 et seq.	A.C.A. § 21-13-101 et seq.
A.C.A. § 6-17-301	A.C.A. § 6-17-301
A.C.A. § 6-17-410	A.C.A. § 6-17-410
A.C.A. § 6-17-411	A.C.A. § 6-17-411
A.C.A. § 6-17-428	A.C.A. § 6-17-428
A.C.A. § 6-18-110	A.C.A. § 6-18-110
A.C.A. § 6-18-708	A.C.A. § 6-18-708
A.C.A. § 6-22-101 et seq.	A.C.A. § 6-22-101 et seq.
A.C.A. §§ 12-12-1601 et seq.	A.C.A. §§ 12-12-1601 et seq.
A.C.A. 6-17-414	A.C.A. 6-17-414
DESE Code of Ethics Rules	Division of Elementary and Secondary Education Rules Governing the Code of Ethics for Arkansas Educators
DESE Rules for Background Checks	Division of Elementary and Secondary Education Rules Governing Background Checks

Policy 6.05: VISITORS TO THE SCHOOLS

Status: ADOPTED

Original Adopted Date: 09/01/2015 | **Last Revised Date:** 07/09/2024 | **Last Reviewed Date:** 07/09/2024

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 and receive authorization from the building principal or the principal's designee before the individual may enter the school proper. The district utilizes a visitor management system to screen visitors prior to authorizing access to a district building. No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10.

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

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

Visitors to the school are directed to not use a device to:

- Record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms; or
- Create, send, share, capture, or post audio, video, or photographs of District students unless the visitor:
    - Has received permission to do so by someone authorized to grant such permission on behalf of the student or the student if the student is eighteen (18 years old);
    - Received authorization from the District to do so on behalf of the District; or
    - Is required to do so as part of the individual's job duties, including as a member of the media.

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

References	Description
A.C.A. § 6-21-606	A.C.A. § 6-21-606
A.C.A. § 6-21-607	A.C.A. § 6-21-607

Cross References	Description
4.16	STUDENT VISITORS
6.10	SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)

Policy 6.07: COMPLAINTS

Status: ADOPTED

Original Adopted Date: 09/01/2015 | **Last Revised Date:** 07/13/2022 | **Last Reviewed Date:** 07/13/2022

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 Division of Elementary and Secondary Education (DESE) and authorized in the Elementary and Secondary Education Act may be taken directly from a patron or by referral from DESE. 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 program's director, who shall assemble a team of at least two (2) people to investigate the complaint.
2. Throughout the investigation, sufficient notes and records will be taken and maintained to substantiate the position of the findings of the investigation.
3. The team will interview the complainant and others as necessary to enable the team to make a determination of the validity of the complaint. The team may consult with individuals with knowledge or expertise in the matter which is the subject of the complaint, including legal counsel.
4. The investigation of complaints referred by the DESE shall be completed within thirty (30) calendar days of receipt of the complaint, unless a longer time period has been approved by the DESE.
5. The investigation of complaints made directly to the district shall be completed within forty (40) calendar days unless there are extenuating circumstances; in such a case, a preliminary report shall be made within forty (40) calendar days of receipt of the complaint, which shall include an explanation of the unusual circumstances requiring additional time to complete the investigation.
6. The report of the conclusions of the investigation shall be given to the complainant. It shall contain:

    a. A summary of the allegations of the complaint;
    b. A summary of the investigative actions taken by the team;
    c. A summary of the findings concerning each alleged violation or implied violation; and
    d. A statement of corrective actions needed to resolve the issues involved in each allegation and finding of the complaint.

References	Description
DESE Program Complaint Resolution	DESE Rules Governing Federal Program Complaint Resolution

Cross References	Description
3.59	ANTISEMITISM PROHIBITED
4.49	SPECIAL EDUCATION
4.65	ANTISEMITISM PROHIBITED
8.50	ANTISEMITISM PROHIBITED

Policy 6.10: SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)

Status: ADOPTED

Original Adopted Date: 09/01/2015 | **Last Revised Date:** 07/13/2022 | **Last Reviewed Date:** 07/13/2022

The Valley View School District shall work with area law enforcement in a manner consistent with applicable state law and Division of Elementary and Secondary Education Rules to communicate the presence of a sexual offender. When necessary, law enforcement may contact building principals to provide information concerning registered sex offenders. The decision regarding the school principals to be notified rests solely with law enforcement officials; law enforcement officials use a rating system to determine who needs to be notified, which is according to the sex offender's dangerousness to the community.

In turn, building principals should notify any employee who is regularly in a position to observe unauthorized persons on or near the school's property in the ordinary course of their employment. Employees notified could include any of the following: 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 who receive sex offender notifications understand that they are receiving the 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, the organization 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. District personnel may inform the press about procedures that 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 that is appropriate for a parent, 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;
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 where the student is enrolled 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, but not a Level 4, sex offender may attend a school-sponsored event for which an admission fee is charged or tickets are sold or distributed if the sex offender:

- Is the parent, guardian, great-grandparent, or is related by blood or marriage within the second (2nd) degree of consanguinity to a student enrolled in the public school; and
- Notifies the administration of the school in writing at least twenty-four (24) hours before the start of the event that he or she will be attending the event.

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.

References	Description
A.C.A. § 12-12-913 (g)(3)	A.C.A. § 12-12-913 (g)(3)
A.C.A. § 28-9-212	A.C.A. § 28-9-212
A.C.A. § 5-14-132	A.C.A. § 5-14-132
DESE Guidelines for Megan's Law	Division of Elementary and Secondary Education Guidelines for "Megan's Law"

Cross References	Description
3.12	LICENSED PERSONNEL RESPONSIBILITIES IN DEALING WITH SEX OFFENDERS ON CAMPUS
6.05	VISITORS TO THE SCHOOLS
8.08	CLASSIFIED PERSONNEL RESPONSIBILITIES IN DEALING WITH SEX OFFENDERS ON CAMPUS

Policy 6.11: PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - DISTRICT

Status: ADOPTED

Original Adopted Date: 07/05/2018 | **Last Revised Date:** 06/05/2023 | **Last Reviewed Date:** 06/05/2023

The Valley View School District understands the importance of involving parents, families, 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 parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the district shall work to:

1. Involve parents, families, and the community in the development of the long-range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parent, family, and community engagement activities;
3. Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents, families, and the community the State's academic and achievement standards; State and local student assessments; how the district's curriculum is aligned with the state's academic standards and assessments; and how parents, families, and the community can work with the district to improve students' academic achievement;
5. Provide parents and families 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 parent and family engagement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
7. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
8. Find ways to eliminate barriers that work to keep parents and families 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;
9. Find and modify other successful parent, family, and community engagement programs to suit the needs of our district;
10. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
11. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To ensure the continued improvement of the district's parent, family, and community engagement program, the district will conduct an annual review of its parent, family, and community engagement 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.

For more information on each school's parent and family engagement plan, contact that building office. Each school's parent and family engagement plan is also posted on the District's webpage under State Required Information.

References	Description
20 U.S.C. § 6318	20 U.S.C. § 6318
A.C.A. § 6-15-1702	A.C.A. § 6-15-1702
A.C.A. § 6-15-1703	A.C.A. § 6-15-1703
A.C.A. § 6-15-1704	A.C.A. § 6-15-1704

References	Description
Commissioner's Memo COM-20-021	Commissioner's Memo COM-20-021
DESE Rules: Parental Involvement & Engagement	DESE Rules Governing Parental Involvement Plans and Family and Community Engagement

Policy 6.12: PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - SCHOOL

Status: ADOPTED

Original Adopted Date: 07/07/2020 | **Last Revised Date:** 06/05/2023 | **Last Reviewed Date:** 06/05/2023

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

1. Involve parents, families, and the community in the development and improvement of Title I programs for the school;
2. Have a coordinated engagement program where the engagement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
3. Explain to parents, families, and the community the State's academic and achievement standards; State and local student assessments; and how the school's curriculum is aligned with the state's academic standards and assessments; and how parents, families, and the community can work with the school to improve students' academic achievement;
4. Provide parents and families 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 parent and family engagement 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, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
6. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
7. Find ways to eliminate barriers that work to keep parents and families 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, family, and community engagement programs to suit the needs of our school;
9. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
10. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To help promote an understanding of each party's role in improving student learning, Valley View Elementary 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.

Valley View Elementary School shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents and families of participating students, to inform parents and families of the school's participation in Title I, its requirements regarding parent, family, and community engagement, and the parents right to be involved in the education of their child.

Valley View Elementary School shall, at least annually, involve parents, families, and the community in reviewing the school's Title I program and parent, family, and community engagement 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.

References	Description
20 U.S.C. § 6318	20 U.S.C. § 6318
A.C.A. § 6-15-1702	A.C.A. § 6-15-1702

References	Description
A.C.A. § 6-15-1703	A.C.A. § 6-15-1703
A.C.A. § 6-15-1704	A.C.A. § 6-15-1704
A.C.A. § 6-28-116	A.C.A. § 6-28-116
Commissioner's Memo COM-20-021	Commissioner's Memo COM-20-021
DESE Rules: Parental Involvement & Engagement	DESE Rules Governing Parental Involvement Plans and Family and Community Engagement

Valley View Public Schools

Additional Student Policies - Supplement to Section 4 Board Policies

Additional Student Policies - Supplement to Section 4 Board Policies

04. Supplemental Student Policies

- Policy 04.100: MISSION STATEMENT
- Policy 04.101: ALMA MATER
- Policy 04.102: SCHOOL BOARD MISSION STATEMENT
- Policy 04.103: CLASSES AT NORTHEAST ARKANSAS CAREER & TECHNICAL CENTER (NEACTC)
- Policy 04.104: INDEPENDENT STUDY
- Policy 04.105: HOMEBOUND SERVICES
- Policy 04.106: GIFTED AND TALENTED
- Policy 04.107: CORRESPONDENCE COURSES
- Policy 04.108: CREDIT RECOVERY
- Policy 04.109: REPLACEMENT CREDIT
- Policy 04.110: PHYSICAL ACTIVITY & RECESS REQUIREMENTS
- Policy 04.111: GRADUATION
- Policy 04.112: EARLY GRADUATION
- Policy 04.113: ARKANSAS SCHOLARS
- Policy 04.114: CHEATING POLICY
- Policy 04.115: FORGERY
- Policy 04.116: SCHEDULING
- Policy 04.117: NATIONAL HONOR SOCIETY
- Policy 04.118: PROGRESS REPORTS
- Policy 04.119: ONLINE GRADEBOOK ACCESS FROM HOME
- Policy 04.120: SEMESTER EXAM
- Policy 04.121: HOMECOMING
- Policy 04.122: ATHLETICS
- Policy 04.123: EXTRA-CURRICULAR ACTIVITIES/CLUBS
- Policy 04.124: POSTERS & ANNOUNCEMENTS
- Policy 04.125: MATERIALS NOT NEEDED AT SCHOOL
- Policy 04.126: FUNDRAISING
- Policy 04.127: DANCES & SCHOOL RELATED ACTIVITIES
- Policy 04.128: BLAZER BALL AND JUNIOR & SENIOR PROM
- Policy 04.129: CHEMICAL SCREENING POLICY
- Policy 04.130: ALCOHOL/BREATHALYZER POLICY
- Policy 04.131: THEFT
- Policy 04.132: VANDALISM
- Policy 04.133: PDA
- Policy 04.134: BEHAVIOR NOT COVERED
- Policy 04.135: IN-SCHOOL SUSPENSION
- Policy 04.136: DISCIPLINARY EDUCATION PROGRAM
- Policy 04.137: DISCIPLINE FOR STUDENTS WITH DISABILITIES UNDER IDEA

Policy 04.138: ATTENDANCE - MODIFIED SCHEDULE OPTIONS FOR GRADE 12 ONLY

Policy 04.100: MISSION STATEMENT

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

The mission of the Valley View School is to maintain a caring, safe, effective, and disciplined environment that is conducive to learning and maximum achievement. The school climate will promote opportunities that encourage self-esteem, a personal commitment to accepting responsibility, and higher order thinking skills, which are the ability to communicate, reason, and solve relevant problems. These characteristics prepare all students to function as productive citizens. EXCELLENCE IN EDUCATION FOR ALL STUDENTS IS OUR GOAL.

Policy 04.101: ALMA MATER

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Oh, the blue and the gold over all,
May they rise to the sky, never fall?
May the world look to them in their flight?
They're the colors for which we fight.
We're the students of V V H S,
The school that is always the best,
We've stood every trial every test,
Our banner BOLD, the BLUE and GOLD,
Will reign forever!

Policy 04.102: SCHOOL BOARD MISSION STATEMENT

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

The mission of the Valley View School Board, in cooperative effort with its administration, faculty, staff, and patrons, is to provide a strong and unified commitment and course of action towards excellence in education. This mission will be accomplished through maximum achievement, technological advancement, optimum educational opportunities, and quality personal enhancement for all students of the district in a caring, safe, disciplined, and learning-conducive environment through leadership, accountability, communication, consistency, vision, teamwork, support, ethics, and stewardship.

Policy 04.103: CLASSES AT NORTHEAST ARKANSAS CAREER & TECHNICAL CENTER (NEACTC)

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Revised Date:** 07/12/2017 **| Last Reviewed Date:** 07/12/2017

Students in grades 10-12 may attend NEACTC classes for either two or three periods per day. Morning classes are offered during 1st and 2nd periods (2 credits possible) or during 2nd, 3rd & 4th periods (3 credits possible). Afternoon classes are offered 5th, 6th & 7th periods (3 credits possible). For a list of courses offered see one of the high school counselors.

Policy 04.104: INDEPENDENT STUDY

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Students who have difficulty in scheduling a course they want to take may be allowed to enroll in those courses through Independent Study. Permission must be obtained from the counselor/principal and the course instructor.

Policy 04.105: HOMEBOUND SERVICES

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Persons who will miss school at least four weeks for illness or injury should notify the counselor immediately and request homebound instruction. The request will be in writing and documented by a physician as to the possible length of the absence.

Policy 04.106: GIFTED AND TALENTED

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

The Gifted and Talented program (GT) seeks to meet the needs of students through enrichment of regular classroom courses. Details of this program may be obtained from GT Program Coordinator.

Policy 04.107: CORRESPONDENCE COURSES

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Valley View High School accepts correspondence units from academic institutions approved by administration. Student eligibility and permission to take the course will be granted through the counselor and principal. Correspondence courses will be permitted only for those students needing to make up a credit because of failing a required course or at the discretion of the high school principal.

Policy 04.108: CREDIT RECOVERY

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Revised Date:** 07/06/2026 **| Last Reviewed Date:** 07/06/2026

When a student fails a required, credit-bearing course, the student may retake the course or enroll in a credit recovery course when offered. When a student seeks to recover credit for any credit-bearing course that is not a concurrent, honors, or accelerated learning course taken at a grade level in advance of the standard grade level the course is taught, the original grade of "F" from the first attempt remains on the student's transcript and the grade earned on the second attempt or credit recovery course also is placed on the student's transcript in the semester that the recovery course is completed. The original grade of "F" will not remain on a student's transcript for a credit-bearing honors or accelerated learning course taken at a grade level in advance of the standard grade level the course is taught. When a student seeks to recover credit for a concurrent college course, the student's transcript will be changed to a grade of "W" Withdraw to match their college transcripts for the original attempt and the grade for the second attempt will be placed on the transcript and count toward rank and GPA. If a student recovers credit for a course in the summer, the student must submit documentation of completion of the recovery course to the principal or counselor prior to the first day of the new school year in order for the grade to be placed in the past year's spring semester on the student's transcript.

Policy 04.109: REPLACEMENT CREDIT

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Revised Date:** 07/06/2026 **| Last Reviewed Date:** 07/06/2026

A student may retake any course that they earned a grade of “B,” “C,” or “D” in an attempt to earn a higher grade in the second attempt and improve their GPA. For any course that a student retakes, the student’s transcript will be changed to a grade of “NC” (No Credit) for the original attempt and the grade for the second attempt will be placed on the transcript and count toward rank and GPA. This replacement credit course must be completed within one calendar year of the completion of the course that the student desires to replace. For example, a student that desires to replace an Algebra I fall semester grade of C must complete the replacement credit Algebra I course by December of the following year in order for the grade to be replaced on the transcript. An exception to this one calendar year rule will be granted for a credit-bearing honors or accelerated learning course taken in at a grade level more than one year in advance of the standard grade level the course is taught.

Policy 04.110: PHYSICAL ACTIVITY & RECESS REQUIREMENTS

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Revised Date:** 07/15/2019 **| Last Reviewed Date:** 07/15/2019

Act 1220 of 2003 & Act 641 of 2019
Students in grades K- 4 will receive forty (40) minutes of scheduled physical education training and instruction and ninety (90) minutes of physical activity each calendar week of the school year. The physical activity may include additional physical education classes, physical activity during the regular school day through activities such as daily recess periods, walking programs, intramurals and the integration of physical activity into the academic curriculum. There is also a requirement of at least forty (40) minutes of instructional time each school day to be dedicated to recess or unstructured play. This daily recess requirement can count toward the required ninety (90) minute weekly physical activity requirement.

Students who attend a school organized to teach grades five through eight or any combination thereof, shall receive forty (40) minutes of physical education each calendar week of the school year or an equivalent amount of time each school year with no additional physical activity requirement.

Students in grade 9-12 shall be required to take one-half unit of physical education to comply with current Arkansas Standards for Accreditation, as required for graduation, with no additional requirement for physical activity.

Policy 04.111: GRADUATION

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Revised Date:** 07/06/2026 **| Last Reviewed Date:** 07/06/2026

A total of twenty-three (23) units earned in grades nine through twelve shall be required for high school graduation. Only one of these units may be in Physical Education. All requirements for graduation must be met in full before a student can receive a diploma. Any student that does not fulfill graduation requirements at the time of commencement exercises will not be allowed to participate in this event. **Graduating seniors are expected to practice for commencement exercises to be eligible to participate in the ceremony.**

Policy 04.112: EARLY GRADUATION

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

According to Act 275 of 1997, any student enrolled in a public high school in Arkansas and has earned the number of credits required by the local school district for graduation shall be eligible to graduate from high school without regard to the grade level the student is enrolled in at the time such credits are earned.

Valley View High School allows for a 3-year graduation plan at the end of the 11th grade and a 7-semester graduation plan at the end of the first semester of the 12th grade year. This plan must be in place for the student to actually participate in the graduation ceremony. In order to complete the 23 units needed for graduation with a high school diploma, students who wish to be an early graduate would have to complete some units outside the regular school day at Valley View (7 units for 3 years would only allow for 21 units).

Students who wish to participate in any early graduation plan must make application to do so during the pre-registration/scheduling period prior to that early graduation date in order to be projected for graduation and to participate in the graduation ceremony. This would be at the end of the sophomore year for those wishing to graduate in three years and at the end of the junior year for those wishing to graduate at semester of their senior year. This MUST be done so that the counselor can work with the student to receive the extra CREDITS NEEDED. Planning must be done so that the student meets all requirements necessary such as scholarships, testing, financial aid, and other senior concerns. Students who wish to participate in an early graduation program must work and plan throughout high school to ensure that their goals for the future are being met. It is not good for everyone, and it must be a decision that the student and his/her parents make together.
Students who wish to graduate early must submit an **Early Graduation Form** that they may get from their high school counselor's office. On this form, there is a space where a paragraph must be written explaining why they wish to graduate early. The form must be signed and turned into the counselor by May 1st.

*** Please note: Concurrent enrollment at local colleges requires a specific ACT score and grade point average. These are set by the college in order to help ensure success.

Policy 04.113: ARKANSAS SCHOLARS

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Students who meet the following criteria in grades 9-12 will achieve Arkansas Scholars status at the end of the senior year.

1. Take the Smart Core curriculum
2. Do not earn a D or F for the semester in any class
3. Achieve a 95% or better attendance record in grades 9-12
4. Not withdraw from school and then re-enter
5. Not involved in any major disciplinary issues in eight consecutive semesters.

Policy 04.114: CHEATING POLICY

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Students caught cheating, copying homework, or cheating during tests will receive on 1st offense “0” and written referral, 2nd offense “0” and 3 days ISS, 3rd offense “0” and 5 days ISS. This includes students who allow another student to cheat or copy. If the student is caught distributing assessment materials, they will receive a minimum of 3 days of ISS.

Plagiarism from books or the internet is a serious form of cheating which is not allowed. Students who submit work which is not their own will receive a “0” and possible disciplinary action. To plagiarize means “to steal and pass off (the idea or words of another) as one’s own: use (another’s production) without crediting the source.

Policy 04.115: FORGERY

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

A student that is caught forging a signature on any school document (example, discipline referral) will receive the following punishment.

Minimum punishment is a conference; Maximum punishment will be expulsion.

Policy 04.116: SCHEDULING

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

All students will be pre-registered during the spring semester for the following year. Schedule change requests must be made before the end of the second week of each semester. These changes will be made through the counselor's office and approved by the principal. Parents must contact the counselor/principal.

Policy 04.117: NATIONAL HONOR SOCIETY

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

The National Honor Society, sponsored by the National Association of Secondary School Principals, is a service organization to recognize outstanding students based on scholarship, leadership, character, and participation. Valley View has both a senior high and junior high chapter. Students with a cumulative grade point of 3.50 or higher (from 6 grading periods, with no more than one from 6th grade) are eligible for membership in the junior high chapter after the first nine weeks of grade eight. Students with a cumulative grade point of 3.70 or higher are eligible for membership in the senior high chapter after the spring semester of grade nine. All NHS inductees must maintain a 3.70 cumulative grade point average, and have no major discipline violations to remain in the senior high chapter of National Honor Society. Students are expected to have exemplary behavior. Discipline infractions could result in removal from the National Honor Society. Membership status will be reviewed on an annual basis. Students will not be considered for membership until they have completed one semester in residence at Valley View, unless they are already members in good standing of the National Honor Society in another school. Those students will be accepted into the Valley View chapters upon verification of membership.

Only a student who is enrolled in the Smart Core Curriculum shall be eligible for membership in the National Honor Society or any equivalent academic honor society.

Policy 04.118: PROGRESS REPORTS

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

During the fifth week and each grading period, progress reports will be issued to all students. Parents should contact individual teachers and schedule a conference. The subject teacher is expected to contact parents throughout the grading period if the student is performing below expectations. While these reports usually carry an approximate GPA, their primary purpose is to give the impression of the teacher as to specific attitudes or weaknesses which may be detrimental to progress. A report card will be issued at the end of each nine weeks.

If parents have not received a progress report for the grading period, or need help to access grade book information, please contact the appropriate school counselor's office. Parents should refer to the school calendar for the proper dates.

Policy 04.119: ONLINE GRADEBOOK ACCESS FROM HOME

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Parents and students are able to access school information over the Internet through a website called Home Access Center (HAC). Through Home Access Center, you can view a daily summary and set up auto-alerts regarding your student's grades, attendance, assignments and schedule information. To access Home Access Center, go to the district website - www.valleyviewschools.net. There is also a link named "Gradebook Access" on the Parent/Student Resources page. You will be prompted to enter a login ID and password which will be provided to you by the school. You will receive one login ID and password for each guardian provided on the student's enrollment information. If one guardian has more than one student enrolled they will receive one login ID that will access all student records. If you do not receive this information you may contact the building secretary.

Policy 04.120: SEMESTER EXAM

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Revised Date:** 07/06/2023 **| Last Reviewed Date:** 07/06/2023

The semester test will be a comprehensive survey of the semester work and will be given at the appointed time. The test will count 20% of the semester grade. Make-up tests missed because of illness will be given the day the student returns to school as a general rule. Extenuating circumstances will be submitted to the principal whose decision is final. Requests to take semester tests other than at scheduled times will not be granted without administrative approval.

Valley View Junior and Senior High School Exemption Policy
The following policy was approved for spring semester testing only at the Valley View Junior and Senior High School:

1. Exemptions will be based on grades and attendance.
    - A student with an “A” average may have no more than five (5) absences for the semester.
    - A student with a “B” average may have no more than four (4) absences for the semester.
    - A student with a “C” average may have no more than three (3) absences for the semester.
2. Students will be exempt from spring semester tests only.
    - At the discretion of the building principal, students will not be required to take the spring semester exams if the approval of the administrator is met.
3. Excused and unexcused absences on a class-by-class basis will count toward a student’s total number of days absent for exemption.
4. Absences will be determined by the individual teacher.
5. A student who has received corporal punishment twice, or served two days of suspension, or the combination of corporal punishment and one-day suspension the second semester will not be exempt from any semester test.
6. A student who qualifies for exemptions but chooses to take semester tests cannot have his/her grade lowered by the test.
7. All teachers will participate in the exemption program.
8. All semester tests will count one-fifth (1/5) of the grade.
9. Students must return all school issued materials and have school financial obligations paid in order to be exempt.
10. Students who are not exempt must turn their books in before they are allowed to take their semester exams.
11. A student enrolled in an Advanced Placement Program course will follow the Valley View Junior High and Senior High School semester exam exemption policy.

Policy 04.121: HOMECOMING

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Junior and Senior High
One Boys basketball game each year is designated as a homecoming game. The Junior High Student Body will elect a ninth-grade boy and the Senior High Student Body will elect a twelfth-grade boy to be Homecoming King. After his introduction he will then crown the Queen. Three maids from each of the tenth, eleventh, and twelfth grades will be selected by their representative class for the senior high court. Three maids from each of the seventh, eighth, and ninth grades will be selected by their representative class for the junior high court. The Junior High Queen will be a ninth grader chosen by the seventh, eighth, and ninth grade students. The Senior High Queen will be a senior chosen by the tenth, eleventh, and twelfth grade students. The Senior High Football Queen is not eligible to be on the Basketball Homecoming court. The Senior High Football Homecoming court is not eligible for the Senior High Basketball Homecoming court. The escorts for both courts will be selected by the maids from the basketball teams. The only distinction in the Homecoming Court will be Junior High and Senior High Queen. The remaining court will be maids with no first or second alternates. Appropriate dress for the Homecoming Court will be formal attire. Homecoming activities are sponsored by the Student Council.

Football Homecoming will be senior high only. Three maids from each of the tenth, eleventh, and twelfth grades will be selected by their representative class for the senior court. The Senior High Queen will be a senior chosen by the tenth, eleventh, and twelfth grade students. The escorts will be the father or legal guardian. The homecoming queen will be crowned by her escort. Dress will be business attire at the discretion of the high school principal.

Policy 04.122: ATHLETICS

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Revised Date:** 07/07/2025 **| Last Reviewed Date:** 07/07/2025

Valley View is a member of the 5A-East Athletic Conference in football and 5A-East Athletic Conference for all other sports. Boys have the opportunity to participate in basketball, baseball, cheerleading, cross country, esports, swimming, bowling, wrestling, dance, Sr. high and Jr. High football, tennis, soccer, golf, and track.

Girls' sports in which we compete are basketball, volleyball, and softball, cheerleading, cross country, esports, swimming, bowling, dance, Jr. High football, tennis, soccer, track, and golf.

Policy 04.123: EXTRA-CURRICULAR ACTIVITIES/CLUBS

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Revised Date:** 07/07/2025 **| Last Reviewed Date:** 07/07/2025

Senior High
Arkansas Governors' Quiz Bowl
Future Career Community Leaders of America
Science Club
Art Club
Future Farmers of America
Spanish Club
Band
Student Council
Choral Music
HOSA-Future Health Professionals
Unashamed
National Honor Society
We the People
Environmental Club
Project Prevent Youth Coalition
Thespian Troupe
Blazer News Network
Rotary Interact
Technology Student Association

All clubs may meet during advisory. Scheduling of these meetings will be determined by each club sponsor and/or the building principal. Sponsors may also call special meetings before or after school. Any meetings during school hours must have approval from the building principal.

Policy 04.124: POSTERS & ANNOUNCEMENTS

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

All posters and announcements to be displayed will be approved in advance by a faculty member or administrator. The individual(s) posting the poster/announcement is/are responsible for removing them.

Policy 04.125: MATERIALS NOT NEEDED AT SCHOOL

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Students should limit items brought to school to those items necessary for school activities. Please do not bring large amounts of money or valuables to school. The school CANNOT accept responsibility for stolen items.

Policy 04.126: FUNDRAISING

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

No sales of goods at school by outside agencies will be permitted. All fundraising activities conducted for the school, student body, class, or club must have prior approval by the sponsor, the building principal and the assistant superintendent/superintendent. Such fundraising activities shall not be conducted during class time.

No club or organization will be allowed to sponsor a vending machine. The profits from school vending machines (drinks, snacks, supplies) will be placed in the store fund. Spring picture funds will also be placed in the general fund with those funds targeted for the elementary and secondary schools.

Policy 04.127: DANCES & SCHOOL RELATED ACTIVITIES

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Revised Date:** 08/03/2026 **| Last Reviewed Date:** 08/03/2026

School-related activities are those events in which students may participate voluntarily. They include attendance at school-sponsored events such as athletic contests; special performances by the choir, band, drama club; dances; pageants; parties; etc. All rules of conduct applicable to school attendance will apply to school-related activities.

Separate dances will be held for students in grades 7-9 and 10-12. No 7th, 8th, or 9th grade students will be permitted to attend senior high school dances, and no 10th, 11th, or 12th grade students will be permitted at the junior high school dances. The senior and junior high principals will attend the respective dances to monitor student behavior. All dances must end by 11:00 p.m. Guests who do not attend Valley View may be invited to Blazer Ball and Prom only. Once a student leaves a dance, he/she will not return. The student will leave the campus or other area where the event is being held.

Students on school trips are responsible to the sponsor of the trip, whether it be a field trip, ball game, movie, etc. All trips must have a certified employee of the Valley View Schools to sponsor such a trip. Students must obey the directions of the sponsor on such a trip.

Minimum punishment will be a conference; maximum punishment will be expulsion.

Policy 04.128: BLAZER BALL AND JUNIOR & SENIOR PROM

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Revised Date:** 08/03/2026 **| Last Reviewed Date:** 08/03/2026

The Blazer Ball is open to students enrolled in the 10th, 11th or 12th grades. The Junior/Senior Prom is open to students enrolled in the 11th and 12th grades. Students may invite one guest to Blazer Ball and one guest to Junior/Senior Prom. Guests invited must be enrolled in at least 10th grade and may be no older than 20 years of age in order to attend. All guests must receive prior approval from the Valley View High School Administration. Any approved guest attending the Blazer Ball must comply with all District policies, school rules, and behavioral expectations while participating in the event.

Students who graduate in December of their senior year may request approval from the High School Principal to attend the Junior/Senior Prom. Approval is at the discretion of the Principal and will be based on a review of relevant school records and any other information related to the decision. Any approved December graduate attending the Prom must comply with all District policies, school rules, and behavioral expectations while participating in the event.

Policy 04.129: CHEMICAL SCREENING POLICY

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Philosophy
It is the philosophy of the Valley View School District that our students should be encouraged and supported in their efforts to develop and maintain a chemical-free lifestyle.

Valley View Schools recognize the use of mood-altering chemicals as a significant health problem for many students, resulting in negative effects in behavior, learning, and the total development of each individual. The use, misuse, and abuse of mood-altering chemicals for some students affects academic growth, achievement, and activities, and may result in abuse of family, teammates, schoolmates, or other significant persons in their lives.

Purpose
The purpose of the chemical screening policy of Valley View School District is to accomplish the following:

1. Emphasize concerns for the health of students in areas of safety while participating in activities and the long-term physical and emotional effects of chemical use on one's health.
2. Promote a sense of order and discipline among students.
3. Confirm and support existing state laws which restrict the use of such mood-altering chemicals.
4. Establish standards of conduct for those students who are leaders and standard-bearers among their peers.
5. Assist students who desire to resist peer pressure which directs them toward the use of mood-altering chemicals.
6. Assist students who should be referred for assistance or evaluation regarding their use of mood-altering chemicals.
7. Work with the parents to assist in keeping their children free of mood-altering chemicals.

Method

1. During the school year, students participating in extra-curricular activities and student drivers will be randomly selected to be drug screened. I.D. numbers of 7-12 grade students participating in extra-curricular activities and student drivers will be pooled for the random selection.
2. All students and their parents must sign a Consent to Screen Form before one will be allowed to participate in any extra-curricular activity or drive on campus. The Consent for Chemical Screening Form is located in the back-to-school registration packet for all students in grades 7-12.
3. Any student who wishes to participate in any activity but was not entered into the original pool for the first fall testing must sign a consent form along with his/her parent (s), and be entered into the pool for future random selection.
4. The frequency of the screening will be determined at a later date.
5. All screenings will be unannounced.
6. A refusal by the student to be tested will be treated the same as a positive test.

Consequences
The parent and student will be notified of a positive test.

1. The parent and student will be required to receive counseling regarding drug use through a program comparable to the Early Intervention Program. The principal and the parent will discuss different counseling options available. Proper proof of fulfilling the counseling requirement will be provided upon completion. The Valley View School District will not assume any financial responsibility for the counseling or rehabilitation.
2. The student will be placed on probation following a positive test for twenty school days. At an unannounced time during or at the end of the probation period, the student will be tested again at his/her own expense. The time between testing will be determined by which drugs caused the positive result. A written copy of the results will be given to the principal by the provider. If the test is negative, the probation will be lifted after the twenty school days. A student may not drive on campus or participate in any extracurricular activity until the twenty-day period is served, and the second test results are given to the principal and they show a negative test. If the test is positive, the student will not be allowed to drive on campus and/or continue in any extracurricular activity for a period equivalent to one year.

To regain eligibility for any extracurricular activity or drive on campus the next year, a student must have a negative chemical screening. This test will also be at the student's expense. If this test is positive, the student will be suspended from driving on campus and/or extracurricular activities for the equivalent of one school year. Once removed from driving on campus and/or an extracurricular activity on a second positive test, the student must be

retested before he/she can drive on campus and/or participate in any extracurricular activity. This test will be at the student's expense, and the results must be sent by the provider to the principal.

Example

1. 1st positive test: Twenty school days' probation during which time the student will not be allowed to drive on campus and/or participate in any extracurricular activity.
2. 2nd positive test: The equivalent of a one-year suspension from driving on campus and/or extracurricular activities
3. 3rd positive test: The equivalent of a one-year suspension from driving on campus and/or extracurricular activities.
4. If tampering is evident, the parent will be contacted as soon as possible. The student will not be allowed to participate in extracurricular activities for a semester beginning with the tampering date.
5. Positive test results shall not be provided to the police or other law enforcement personnel.
6. If a student chooses to take his/her second drug screening elsewhere and fails to have the results returned by the provider to the school within the twenty-day probationary period, that student will be removed from all extracurricular activities for a period of one year. NO EXCEPTIONS!
7. Any club or activity sponsor will be notified by the principal when a student fails a drug screening.

Exceptions
Steroids or similar chemicals could take more than twenty days to leave a student's system. In this case, a doctor's written opinion is requested and is at the student's expense. During the period after the twenty days are up and the time the doctor has recommended, the student will be eligible to participate in extracurricular activities. At the prescribed time noted by the doctor, the student must submit proof of a negative screening to the principal. At this point, the student will be subject to screening each time a test is administered until he/she graduates from high school, as would any other student who drives on campus and/or participates in extracurricular activities.

If prior to any student's name being pulled for extracurricular activity screening, the student voluntarily acknowledges he/she has a chemical problem, such student will not be held in violation, but parent(s) will be notified; and that student will be on probation and not allowed to participate in any extracurricular activity until proof is given that the student has been evaluated by a certified substance abuse counselor. Proof of implementation of evaluation recommendations must be given to the principal by the provider before participation may resume, and proof must be given that the program goals are continually being met by the student. A drug test will be required upon completion of the rehabilitation program. This test will be at the student's expense. At this point, the student will be subject to screening each time a test is administered until he/she graduates from high school, as would any other student who drives on campus and/or participates in extracurricular activities.

Extracurricular activities are any activities of any kind associated with the school in any way other than regularly scheduled classes which are within the curriculum.

Policy 04.130: ALCOHOL/BREATHALYZER POLICY

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

The Board of Education has determined that the use of alcohol by minors represents a serious threat to the welfare of students. The possession, transportation and distribution of alcoholic beverages during school hours or during school-sponsored activities and events are strictly prohibited.

The consumption of alcohol by students during school hours as well as prior to or during school-sponsored activities and events, and the presence of students who have consumed alcohol on the school campus at any time or during school-sponsored / off-campus activities and events, is strictly prohibited. Therefore, in order to deter the possession, transportation and distribution of alcoholic beverages and thereby to strengthen our existing efforts to promote a safe, healthy and productive environment, the Valley View School District implements the following breathalyzer testing policy with respect to students suspected of consumption of alcohol.

a. Building administrators or personnel designated by the superintendent who have a reasonable suspicion that a particular student has consumed alcohol prior to or during school hours or during a school sponsored event may employ the use of breathalyzer testing to determine such consumption. Reasonable suspicion shall be based on objective criteria including, but not limited to, admissions, reliable statements of others, alcohol on the breath, impairment of motor control and other outward signs of alcohol use or intoxication.
b. If the administrator has reason to believe that a student may be intoxicated or has used alcohol, based on one or more of the above indicators as listed in paragraph a, or other reasonable indicators, the administrator shall require the student to submit to passive breathalyzer testing by a trained School Resource Officer designated by the Superintendent to conduct such testing. The test shall be conducted in privacy and in the presence of an administrator. If the test is positive, indicating the consumption of alcohol, the student may request that the test be repeated. If the second test is also positive, (1) the parent or guardian shall be notified and requested to take the student home; (2) emergency help shall be called if the student is assessed to be at risk for alcohol poisoning or in need of medical assistance; and (3) disciplinary action may be taken as indicated in Rule 4.24. If the second test is negative, a third will be administered and, if positive, the above protocol will be followed.
c. If a student who is suspected of being under the influence of alcohol or who is suspected of having consumed alcohol refuses the breathalyzer test:
    - The administrator will notify parents or guardian to pick up the student and shall detain the student until the parent or guardian arrives.
    - The administrator may consider the refusal and all other evidence to determine whether or not the student is intoxicated or has consumed alcohol and may discipline the student in the same manner as if the student tested positive.

If any student suspected of intoxication or use of alcohol leaves the scene against an administrator's request:

- Police will be contacted immediately.
- The parent or guardian shall be notified.
- Disciplinary action may be taken as stated in Rule 4.24.

If a student in attendance at school or a school-sponsored event, or in transit to or from school or a school-sponsored event, is detained or taken into custody by law enforcement personnel and in connection therewith tests positive under law enforcement personnel breathalyzer testing, disciplinary action against the student may be taken.

Policy 04.131: THEFT

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

The illegal taking of school or personal property without the school's or person's freely-given consent.

Minimum punishment will be a five (5) day suspension and restitution; maximum punishment will be expulsion.

Policy 04.132: VANDALISM

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Willful damage to, or destruction of property, whether private property or school property, is a serious problem. This includes such damage as technology and other school equipment, writing on walls, cutting or writing on desks, chairs, etc. When students are found guilty of this type of damage, they will be required to repair the damage or pay a reasonable sum for the repairs or replacement, as the case may be (Act 45 of 1959). The student may also be subject to further penalty as determined by the principal. Minimum punishment will be a conference; maximum punishment will be expulsion. Students are also reminded that damaging or destroying of public property is a violation of state law, and he/she may be referred to the local law enforcement agency.

Policy 04.133: PDA

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Public display of affection (such as kissing and embracing) will not be permitted. Student couples should conduct themselves in a manner which is respectable for the school and students.

Minimum punishment will be a conference; maximum punishment will be expulsion.

Policy 04.134: BEHAVIOR NOT COVERED

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

This school reserves the right to punish behavior which is not conducive to good order and discipline in the Valley View school district, even though such behavior is not specified in any written rules. When a teacher finds it necessary to discipline a student, he/she will make a written report on the standard Discipline Form. These reports will be filed with the principal.

A student who, for reasons known only to him/her, neglects or refuses to abide by the educational standards of the school or whose conduct is detrimental to the school may expect to receive such treatment as, but not limited to the following:

1. Suspension from extracurricular activities
2. Corporal punishment
3. Removal from class with loss of credit
4. Parent-student conference with administration
5. In-School Suspension (student will receive credit for work completed)
6. Disciplinary Education Program (student will receive credit for work completed)
7. Suspension from school
8. District Alternative School
9. Expulsion from school.

It is important for parents and students to understand that school administrators are bound by federal, state, and local regulations governing disciplinary matters. These regulations sometimes require that students be treated individually, especially if the student is handicapped and eligible for special education. Also, confidentiality must be protected for all students.

If, at times, it seems that different consequences are applied for similar offenses, please be assured that the school administration is committed to treating all students as fairly as possible while being responsive to the individual differences of our students when necessary. Please understand also that it is a breach of confidentiality for us to discuss a student's discipline with anyone other than his/her parents or pertinent school officials.

Policy 04.135: IN-SCHOOL SUSPENSION

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

ISS is a detention room the student will attend during the school day. Students will be allowed to complete homework and tests assigned by the teacher of record for a grade. Students who refuse to abide by the ISS classroom rules will be sent home and given zeros for that day. Students cannot participate in extracurricular activities or participate in any team practices while in ISS. Students cannot attend any school function on campus while in ISS.

Policy 04.136: DISCIPLINARY EDUCATION PROGRAM

Status: ADOPTED

Original Adopted Date: 07/09/2024 **| Last Reviewed Date:** 07/09/2024

The Disciplinary Education Program (DEP) is an on-campus long term ISS program for students whose conduct infractions are so significant or habitual that they require a long term in school suspension placement to provide additional support and intervention to meet the student need. While placed in DEP, students will complete homework, tests, and assignments by the teacher of record for a grade. Students who refuse to abide by the DEP classroom rules will be sent home and given a zero for that day. Students cannot participate in extracurricular activities or participate in any team practices while in DEP. Students cannot attend any school function on campus while in DEP.

Policy 04.137: DISCIPLINE FOR STUDENTS WITH DISABILITIES UNDER IDEA

Status: ADOPTED

Original Adopted Date: 07/05/2011 **| Last Reviewed Date:** 07/05/2011

Students with disabilities who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to free appropriate public education.

The Individualized Education Plan (IEP) team for a handicapped student should consider whether particular discipline procedures should be adopted for that student and included in the IEP.

In accordance with the law, IEP teams will meet to assess the need for long-term disciplinary action.

Policy 04.138: ATTENDANCE - MODIFIED SCHEDULE OPTIONS FOR GRADE 12 ONLY

Status: ADOPTED

Original Adopted Date: 07/12/2017 **| Last Reviewed Date:** 07/12/2017

Act 867 of 2017 repealed the statutory authority for the mandatory seat time of 350 minutes per week for students in grades 9-12.

Valley View Schools understands the value of the mandatory 350 minutes of seat time per week in school or the equivalent policy that was used to determine seat time for students enrolled in classes at institutions of higher education.

The district also understands that students who have met or are on track to meet all educational requirements (typically in their 12th grade year) may benefit from personalized learning opportunities through the option to enroll in postsecondary training through colleges or technical schools, participate in internships or community service projects, or gain work experience through paid employment.

Due to the rescinding of the mandatory 350-minute seat time requirement, the Valley View school district will require 12th grade students to be in attendance for at least 5 consecutive periods of the day (based on the traditional 7 period day). Students who qualify for a modified schedule in their senior year will have an option of attending periods 1-5 or 3-7.

As this is a local policy, the district has chosen to place the following stipulations on this policy:

- This will apply to students in 12th grade only.
- Students must have met or be on track to meet all graduation requirements.
- Students in extracurricular activities will have to continue to meet all GPA requirements and attendance requirements for their particular activity.
- Students understand that they may potentially lose opportunities to raise their GPA or meet honor graduate requirements by participating in this waiver program.
- The district will no longer have a work release program for students with financial hardships due to this waiver program.
- Students utilizing this plan will not be able to request a study hall or other non-credit classes. Students could potentially be placed in a study hall or non-credit class by the administration if circumstances make it necessary due to class size issues, class availability, etc.
- Students released under this provision would be expected to remain away from campus unless returning for school-related business. (Extracurricular activities, make up testing, club meetings, etc.)
- District must possess signed document indicating parent/guardian permission to request attendance waiver.