

# Lonoke Public School District



## Parent and Student Handbook

Lonoke, Arkansas

**2025-2026**



## Lonoke Public School District

### **Mission Statement**

The mission of the Lonoke School District is to create an environment that provides all students with academic skills and responsible citizenship.

### **Vision Statement**

The vision of the Lonoke School District is for our students to become responsible and effective leaders of society.

### **Alma Mater**

Here's to Lonoke,  
Dear old Lonoke,  
To the school we love the best,  
With her colors gaily flying  
She will always stand the test.  
When we leave you,  
We will grieve you:  
You'll always be our greatest pride;  
And just to show you how much we owe you,  
We'll always root for you, Lonoke High!

### **Lonoke Jackrabbit Sportsmanship Creed**

We will always cheer for our Jackrabbits and not against our opponents  
We always treat our athletic opponents and their fans as our friends and guests  
We will accept the decisions of officials and we will applaud  
our players' efforts rather than hissing and booing  
We will not condone abusive remarks toward the opposition or the officials either  
from the sidelines or the bleachers  
We will always seek to win with fairness and within the rules of the contest  
We will try to win without boasting and lose without excuses  
We will always remember who we are and what our purposes are whether at home or on the road.



# Lonoke Public School District

## PARENT-STUDENT STATEMENT OF RESPONSIBILITY

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Date

The Lonoke School District has made available the Parent/Student Handbook online for your viewing and downloading. The Handbook is available on our website at [www.lonokeschools.org](http://www.lonokeschools.org). Once on our website, click on the **State Required Information** section, and click on the **Parent/Student Handbook**.

*I acknowledge that I have been informed that the Lonoke School District Handbook is located online and available to me for viewing and downloading. I have also been informed of my right to request a hard copy of the Parent/Student Handbook.*

**We have received the information on the LPSD Parent/Student Handbook including Conduct and Discipline, and although we may not agree with all regulations, we understand that the student must adhere to them while she/he is at school, on the bus, at the bus stop or in attendance at school-sponsored activities. In the event that we are not entirely certain of some aspect of school policy, we will contact the principal for clarification within one (1) week after receipt of that policy.**

Your signatures below certify that you and your student received information in regards to accessing the **Parent/Student Handbook** from the school she/he attends. Please sign and return to the school within one (1) week after receipt.

\_\_\_\_\_ I would like to receive a hard copy of the Parent/Student Handbook.

\_\_\_\_\_  
Student Signature                      Date

\_\_\_\_\_  
Parent/Guardian Signature              Date

# Lonoke Public School District

## Student Media Release and Photographs Consent Form (Parent/Guardian)

*The Lonoke Public School District tries to be as inclusive as possible while respecting the individual confidentiality of students and their parents/guardians. LPSD collects, retains and uses your child's likeness and personal information in a variety of ways in accordance with the Family Educational Rights and Privacy Act (FERPA).*

I understand that the LPSD and its schools, as well as external media organizations attending LPSD school events, may record events and activities through the use of photographs, print/digital and other recordings, publications, postings and/or broadcasting which may be comprised of my child's name, student work and/or performance and could include recognizable images of my child involved in educational activities before, during and/or after school. I understand that the LPSD does not have any control or authority over how third party media organizations use or disclose this information, and that the recordings may appear on the internet or in other publications outside of the LPSD's control.

I understand that individual student and/or classroom photographs may be taken by a photography agency and acknowledge that such photos become public once sent home with each child, used in a school yearbook (which may be digital) and/or used in school displays/school websites/school Facebook pages.

I agree that the LPSD and/or my child's school may use and disclose at its discretion my child's image, including student profile picture, student work, recordings and/or performances by posting and/or broadcasting them on the LPSD website, school websites, yearbooks, on LPSD and school social media sites such as Facebook, Twitter, YouTube and/or disclosing these records on other modes via the internet, television or radio. I release ownership, moral rights or financial benefit, whether this use or disclosure is known or unknown to me. I will not hold the LPSD responsible for any harm that may arise from the aforementioned.

I acknowledge all of the above through my consent and release any claim to the protection of personal privacy of my child under the provisions of the Family Educational Rights Privacy Act (FERPA).

**PLEASE COMPLETE Part A and Part B in BOTH sections - 1. Media and 2. Student Photographs.**

<b>1. MEDIA</b>	
<b>Part A: Board/School</b>	
<input type="checkbox"/> <b>CONSENT</b> <input type="checkbox"/> <b>DO NOT CONSENT</b>	to my child's image, personal information and/or student work being collected, used, retained and/or disclosed by LPSD as described above.
<b>Part B: Third Party</b>	
<input type="checkbox"/> <b>CONSENT</b> <input type="checkbox"/> <b>DO NOT CONSENT</b>	to my child's image and/or personal information being collected, used, retained and/or disclosed by third party media organizations as described above.
<b>2. STUDENT PHOTOGRAPHS</b>	
<b>Part A: School/Classroom Photos</b>	
<input type="checkbox"/> <b>CONSENT</b> <input type="checkbox"/> <b>DO NOT CONSENT</b>	to my child participating in the school/classroom photo, which may involve the LPSD/my child's school reproducing or displaying class photographs relating to or involving my child, as described above.
<b>Part B: Individual Student Photos</b>	
<input type="checkbox"/> <b>CONSENT</b> <input type="checkbox"/> <b>DO NOT CONSENT</b>	to my child participating in the individual student photo and/or student profile picture, which may involve the LPSD/my child's school reproducing or displaying student photographs relating to or involving my child, as described above.
<input type="checkbox"/> <b>CONSENT</b> <input type="checkbox"/> <b>DO NOT CONSENT</b>	LPSD yearbook photographers to photograph my child at school events, to utilize those photos and the official school picture taken by Bowden Photography for publication in the LPSD yearbook.

I have discussed this form and my decisions with my child. I fully understand the contents and meaning of this consent and release of responsibility for harm that might be caused by the collection, use, retention and/or disclosure of my child's personal information.

**I understand that I can, at any time, revoke my consent by informing my Principal in writing. I understand that this form will remain active on my child's file at the school until replaced by the most recent signed form.**

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Name (Print):** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Lonoke Public School District**  
**COMPUTER- ASSISTED INSTRUCTION AGREEMENT AND APPROPRIATE**  
**USE OF COMPUTERS AND NETWORKS**

**Student Section**

School: \_\_\_\_\_

Student Name: \_\_\_\_\_

I have read Section Q., Appropriate Use of Computers and Networks. I understand and agree to follow the rules contained in this policy and regulation. I further understand that if I violate the rules, my access privileges may be terminated and disciplinary action may be taken.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent or Guardian Section**

As a parent or guardian of this student, I have read the Computer-Assisted Instruction: Appropriate Use of Computer Networks Policy and Regulation. I understand that this access is designed for educational purposes and that the Lonoke School District has taken available precautions to eliminate controversial material. However, I also recognize that it is impossible for the District to restrict access to all controversial materials, and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission to issue an account to my child.

Parent Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Lonoke Public School District

## Email Agreement

The Lonoke Public Schools uses G Suite for Education accounts to complete assignments, communicate with teachers, sign in to Chromebooks and learn 21<sup>st</sup> century digital citizenship skills. G Suite for Education is a set of education productivity tools from Google, including Gmail, Calendar, Docs, Classroom, and more. Lonoke Public Schools will create/maintain a G Suite for Education account for the students in Elementary School. That access is for his/her use in any educational and instructional business that they may conduct. Personal use of electronic mail is permitted as long as it does not violate Lonoke Public Schools' policy and/or adversely affect others.

Student's Signature:

\_\_\_\_\_ Date \_\_\_\_\_

Parent/Legal Guardian Signature:

\_\_\_\_\_ Date \_\_\_\_\_

# Lonoke Public School District

## ANTI-BULLYING

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

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

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

Examples of "Bullying" may also include but are not limited to a pattern of behavior involving one or more of the following: Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes, Pointed questions intended to embarrass or humiliate, Mocking, taunting or belittling, Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person, Demeaning humor relating to a student's race, gender, ethnicity or actual or perceived attributes, Blackmail, extortion, demands for protection money or other involuntary donations or loans, Blocking access to school property or facilities, Deliberate physical contact or injury to person or property, Stealing or hiding books or belongings, Threats of harm to student(s), possessions, or others, Sexual harassment, and/or Teasing or name-calling based on 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. Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form. 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. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted. A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

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. The entire LPSD Bullying policy can be found at [www.lonokeschools.org](http://www.lonokeschools.org). Signatures below certify that the guardian and student received information in regard to the LPSD Bullying Policy. Sign and return to the student's school within one (1) week of receipt.

\_\_\_\_\_  
STUDENT NAME

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PARENT/GUARDIAN NAME

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

\_\_\_\_\_  
DATE

# **Lonoke Public School District**

## **District Family & Community Engagement Policy**

The Lonoke School District and its schools understand the importance of involving parents and the community in promoting higher student achievement and general good will between the District and those it serves. Therefore, the District shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. The District schools shall work to:

- 1. Involve parents and the community in the development of the long range planning of the District/school;*
- 2. Give the support necessary to enable them to plan and implement effective parental involvement activities;*
- 3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPY, Pre-K programs, and other programs;*
- 4. Explain to parents and the community the State's content and achievement standards, state and local student assessments and how the District/school curriculum is aligned with the assessments and how parents can work with the District to improve their child's academic achievement;*
- 5. Provide parents with the materials and training they need to be better able to help their child achieve. The District may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.*
- 6. Educate District staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;*
- 7. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;*
- 8. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;*
- 9. Find and modify other successful parent and community involvement programs to suit the needs of our district;*
- 10. Train parents to enhance and promote the involvement of other parents;*
- 11. Provide reasonable support for additional parental involvement activities as parents may reasonably request.*  
To ensure the continued improvement of the District's parental/community involvement program, the District/school will conduct an annual review of its parental involvement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

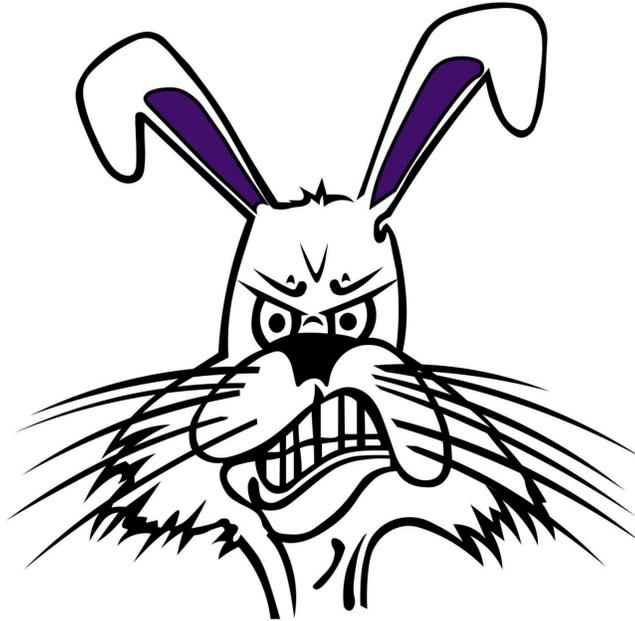
This policy shall be part of the school's Title I plan and shall be distributed to parents of the District's students and provided, to the extent practicable, in a language the parents can understand.

# LONOKE PUBLIC SCHOOL DISTRICT

## PARENT/STUDENT HANDBOOK

(Including Conduct & Discipline)

**(APPROVED)**



**Brett Bunch**

Superintendent

### LONOKE SCHOOL DISTRICT

401 W Holly Street

Lonoke, Arkansas 72086

Phone: (501) 676-2042

Fax: (501) 676-7074

<https://lonokeschools.org>

\*\*\*\*\*

## **BOARD OF EDUCATION**

Elizabeth Anderson, President

Chad Gentry, Vice President

Crystal Payne, Secretary

Janette Boyles

Charles Hunter

Ross Moore

Thomas Stivers

\*\*\*\*\*

# SCHOOL INFORMATION

\*\*\*\*\*

## Lonoke High School

405 W Academy  
Lonoke, AR 72086  
Phone: 501-676-2476  
Fax: 501-676-3716

**Principal:** Terrod Hatcher  
**Assistant Principal:** Prisca Selhorst  
**Counselors:** Jenna Brush & Janan Sickel  
**Secretaries:** Tori Nichols & Michelle Bettis

## Lonoke Middle School

1100 W Palm  
Lonoke, AR 72086  
Phone: 501-676-6670  
Fax: 501-676-7013

**Principal:** Jeannie Holt  
**Assistant Principal:** Rosalynd Kelleybrew  
**Counselor:** Sissy Fletcher  
**Secretary:** Virginia Ramirez  
**Receptionist:** Coralee Franks

## Lonoke Elementary School

900 W Palm St.  
Lonoke, AR 72086  
Phone: 501-676-6740  
Fax: 501-676-7088

**Principal:** Whitney Abudullah  
**Dean of Students:** Tim Arden  
**Counselor:** Erica Jewell  
**Secretary:** Courtney Deck  
**Receptionist:** Coralee Franks

## Lonoke Primary School

800 Lincoln St.  
Lonoke, AR 72086  
Phone: 501-676-3839  
Fax: 501-676-0195

**Principal:** Jana Terrell  
**Dean of Students:** Bryan Eagle  
**Counselor:**  
**Secretary:** Journey Stahlman

\*\*\*\*\*

# IMPORTANT CONTACTS

## Director of Curriculum

Melissa Edwards, Curriculum Director  
501-676-2042  
melissa.edwards@lonokeschools.org

## District Registrar

Michelle Bettis, Registration & Attendance  
501-676-7061  
michelle.bettis@lonokeschools.org

## Federal Programs

Melissa Edwards  
(ALE Liaison, Compliance, Federal Programs,  
*Migrant Liaison, Title IX, Title VI, Family &  
Community Engagement, Wellness Chair, Foster  
Student Coordinator, Safe Schools Coordinator,  
McKinney Vento Coordinator*)  
melissa.edwards@lonokeschools.org

## District Finance and Federal Programs

Sarah Griffin  
Federal Programs  
sarah.griffin@lonokeschools.org

## Special Education & Section 504

Stephanie Hamilton  
Special Education Designee  
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stephanie.hamilton@lonokeschools.org

## Special Education Compliance/Medicaid

Lara Hixson  
Compliance/Medicaid  
501-676-2667  
lara.hixson@lonokeschools.org

## Title VI Coordinator

Stephanie Hamilton  
501-676-2667  
stephanie.hamilton@lonokeschools.org

## Transportation

Kathy Halford, Director of Transportation  
501-676-3382  
kathy.halford@lonokeschools.org

\*\*\*\*\*

## Health Services

Kristen Lucy, LPN  
Lonoke Primary School Nurse  
501-676-3839

Nikeisha Ramey, LPN  
Lonoke Middle School Nurse  
501-676-6670

Dawn Mersinger, LPN  
Lonoke Elementary School Nurse  
501-676-6740

John Lawson, RN  
Lonoke High School Nurse  
501-676-7063

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## **A MESSAGE TO STUDENTS AND PARENTS**

WELCOME TO JACKRABBIT NATION!!!

It is an honor and privilege to return to where it all began for me 54 years ago in the Lonoke School District. I can still remember some of the amazing teachers and support staff from the 70's and early 80's. The thrill of a Friday night football game and the excitement of being on a court or field representing my hometown The Lonoke Jackrabbits!! Those were some great times, but the thing that has guided me back to this special place is the education I received and the people who never gave up on me.

Lonoke Schools are diverse and filled with opportunity, from our young students to those about to graduate and go out to make their mark on the world. Our goal is to meet the needs of all our students and prepare them with the foundation to rise each year. To be steadfast in their efforts to overcome any obstacle that may stand in their way.

To achieve these goals, we must become partners in their educational journey. We must give them a voice in their education and we must work together to ensure their success. This school year holds great promise for our young students and their future. Only if we set high expectations and instill in them the drive, desire, and dedication to push through challenges, overcome their fears and truly believe they can BE the difference.

Thank you for entrusting your children to us every day. For believing in the ability of our educators to take care of them and to educate them on a daily basis. Not every student learns at the same pace. Not every teacher educates on the same level or exactly how you want them to but the ultimate goal here is to ensure the success and future of our children. Together we can do that! Together we can rise above!! Together we will BE the difference.

I wish each of you the best year ever and the chance to always remember.... We Are The Jackrabbits!!!

Brett Bunch  
Superintendent  
Lonoke School District

**Lonoke Primary School**  
Daily Schedule

Schedule	Time
Student Arrival	7:30 a.m. - 7:50 a.m.
First Bell	7:50 a.m.
Tardy Bell	8:00 a.m.
<b>Kindergarten Lunch</b>	10:50 a.m. - 11:20 a.m.
<b>1st Grade Lunch</b>	11:25 a.m. - 11:55 p.m.
<b>2nd Grade Lunch</b>	12:00 p.m. - 12:30 p.m.
Dismissal Bell	3:15 p.m.

**Lonoke Elementary School**  
Daily Schedule

Schedule	Time
Student Arrival / Breakfast	7:30 a.m. - 7:45 a.m.
First Bell	7:45 a.m.
Tardy Bell	7:50 a.m.
<b>3rd Grade Recess/Lunch</b>	10:50 a.m. - 11:40 a.m.
<b>4th Grade Recess/Lunch</b>	11:30 a.m. - 12:20 p.m.
<b>5th Grade Recess/Lunch</b>	12:10 p.m. - 1:00 p.m.
Dismissal Bell	3:20 p.m.

## Lonoke Middle School Bell Schedule

### 6th Grade Schedule

Period	Time
1st Period	8:00 a.m. - 8:49 a.m.
Advisory	8:52 a.m. - 9:06 a.m.
2nd Period	9:09 a.m. - 9:58 a.m.
3rd Period	10:01 a.m. - 10:50 a.m.
<b>Lunch</b>	<b>10:50 a.m. - 11:20 a.m.</b>
4th Period	11:23 a.m. - 12:12 p.m.
5th Period	12:15 p.m. - 1:04 p.m.
Intervention	1:07 p.m. - 1:36 p.m.
6th Period	1:39 p.m. - 2:28 p.m.
7th Period	2:31 p.m. - 3:20 p.m.

### 7th Grade Schedule

Period	Time
1st Period	8:00 a.m. - 8:49 a.m.
Advisory	8:52 a.m. - 9:06 a.m.
2nd Period	9:09 a.m. - 9:58 a.m.
3rd Period	10:01 a.m. - 10:50 a.m.
4th Period	10:58 a.m. - 11:47 a.m.
<b>Lunch</b>	<b>11:42 a.m. - 12:12 p.m.</b>
5th Period	12:15 p.m. - 1:04 p.m.
Intervention	1:07 p.m. - 1:36 p.m.
6th Period	1:39 p.m. - 2:28 p.m.
7th Period	2:31 p.m. - 3:20 p.m.

### 8th Grade Schedule

Period	Time
1st Period	8:00 a.m. - 8:49 a.m.
Advisory	8:52 a.m. - 9:06 a.m.
2nd Period	9:09 a.m. - 9:58 a.m.
3rd Period	10:01 a.m. - 10:50 a.m.
4th Period	10:53 a.m. - 11:42 a.m.
5th Period	11:45 a.m. - 12:34 p.m.
<b>Lunch</b>	<b>12:34 p.m. - 1:04 p.m.</b>
Intervention	1:07 p.m. - 1:36 p.m.
6th Period	1:39 p.m. - 2:28 p.m.
7th Period	2:31 p.m. - 3:20 p.m.

## Lonoke High School Bell Schedule

Monday/Wednesday/Friday (MWF)	
Period	Time
1st Period	7:55 a.m. - 9:05 a.m.
2nd Chance Breakfast	9:05 a.m. - 9:10 a.m.
2nd Period	9:10 a.m. - 10:20 a.m.
Advisory	10:25 a.m. - 11:15 a.m.
<i>1st Lunch</i>	11:15 a.m.- 11:45 a.m.
3rd Period	11:50 a.m. - 1:00 p.m.
<i>2nd Lunch</i>	12:30 p.m. - 1:00 p.m.
3rd Period	11:20 p.m. -12:30 p.m.
4th Period	1:05 p.m. - 2:15 p.m.
5th Period	2:20 p.m. - 3:30 p.m.

Tuesday/Thursday (TTH)	
Period	Time
1st Period	7:55 a.m. - 9:25 a.m.
2nd Chance Breakfast	9:25 a.m. - 9:30 a.m.
2nd Period	9:30 a.m. - 11:00 a.m.
<i>1st Lunch</i>	11:00 a.m. - 11:30 a.m.
3rd Period	11:35 a.m. - 1:05 p.m.
<i>2nd Lunch</i>	11:05 a.m. - 12:35 p.m.
3rd Period	12:35 p.m. - 1:05 p.m.
Advisory	1:10 p.m. - 1:55 p.m.
4th Period	2:00 p.m. - 3:30 p.m.

## SECTION I: STANDARDS OF CONDUCT

The Lonoke School District 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. Students falling under this policy include all students attending face-to-face or virtually. 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 implementation of positive behavioral supports 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 Lonoke School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

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

### **Parent/Student Process for Complaints/Appeals**

The process for appealing an administrative decision is as follows:

1. Contact the building Principal

2. Contact the Superintendent

**Response to Intervention (RTI)**

After a student has demonstrated a pattern of negative/disruptive behavior, administration will implement the response to intervention (RTI) process for the student. RTI is a problem-solving approach that uses a three-tier model of intervention based on an integrated system of assessment and data collection that informs instructional and/or behavioral support at each tier. Each school should create a RTI committee at the beginning of each school year.

The responsibility of the RTI committee is to:

- Identify the learning and/or behavioral needs of students who are struggling or may be at-risk of school failure
- Provide students with the academic, behavioral and/or social support needed to succeed in school
- Provide strategies and interventions within the school setting

The RTI committee shall be comprised of Teachers, Counselor, Administrator or Designee and other school personnel involved with students within the school setting.

**Alternative Learning Class (ALC) Screening Committee**

Exemplary practice 7.1 from the National Alternative Education Association states: --the alternative education program has a screening committee to ensure that the alternative placement is most appropriate for the student's specific academic, behavioral, life skills, service coordination, transitional and vocational needs (individual student, individual placement decision).

Each school should create a screening committee at the beginning of each school year. The responsibility of the screening committee shall be as follows:

- To determine eligibility of students for ALC
- Ensure that interventions are implemented prior to the student's recommendation to ALC
- Consider the appropriateness of interventions
- Ensure that due process is followed
- Ensure student and parent are aware of possible placement
- Ensure behavior contract follows student to ALC

The screening committee shall be comprised of: Teacher, Counselor, ALC Representative, Parent or Guardian, Administrator or Designee.

**Alternative Learning Environment**

ALE will be provided for Lonoke Middle School and Lonoke High School students on a Carlisle Schools campus.

## A. LEVEL I

### LEVEL 1 CONSISTS OF MINOR INFRACTIONS THAT OCCUR THAT CAN BE CORRECTED BY ANY SCHOOL PERSONNEL

RULE	101.	Failure to Follow School and/or Classroom Rules
RULE	102.	Profanity and Obscene Gestures
RULE	103.	Public Display of Affection (PDA)
RULE	104.	Harassment
RULE	105.	Student Dress and Grooming
RULE	106.	Horseplay

#### **RULE 101. Failure to Follow School and/or Classroom Rules**

Students will comply with reasonable directions or commands of administrators, teachers, substitute teachers, instructional assistants, administrative assistants, school bus drivers and any other authorized School District personnel. Students are expected to show proper respect to teachers, students, visitors and all with whom they come into contact.

#### **RULE 102. Profanity and Obscene Gestures**

A student will not use in verbal or written form profane, violent, vulgar, abusive, insulting, sexual, or disrespectful language at any time. A student will not use physical gestures that convey a connotation of obscene or disrespectful acts, infringe on the rights of others, or cause or begin an overt and immediate disruption of the educational process (5-71-207 disorderly conduct; 5-71-208).

**When a student directs profane, violent, vulgar, abusive or insulting language toward any public school employee, it becomes a Level III infraction (A.C.A. 6-17-106 insult/abuse of school personnel).**

#### **RULE 103. Public Display of Affection (PDA)**

A public display of amorous affection is inappropriate school behavior. Failure to comply with reasonable expectations of school staff will result in disciplinary action.

#### **RULE 104. Harassment**

Students will not annoy another person in an incident, statements or behaviors directed at a specific individual or group with the intent of ridiculing, demeaning, tormenting, intimidating, or otherwise causing fear in another person or attempting or threatening to do so. (A.C.A. 5-71-208). **The severity of the consequence may depend on the nature of the infraction.**

**Continued harassment will be considered bullying. (See Rule 306 For bullying). A series of actions with the same scholar will be a level II.**

#### **RULE 105. Student Dress and Grooming**

Students are prohibited from obscene, lewd or vulgar comments or designs and wearing clothing directed toward or intended to threaten, intimidate or demean an individual or group of individuals as well as items advertising alcohol, tobacco or illegal drugs. Students cannot attend class until proper clothing is worn. The school will provide (if available) or a parent must bring the child appropriate clothing. Appropriate clothing must be maintained throughout the school day. (Please see Rule 105 consequences below).

All clothing must be worn properly:

- A. No sagging; all pants must be secured at the waist.
- B. Toboggans and hoods attached to jackets may only be worn outside of buildings. No head coverings of any kind permitted inside or outside the building during the school day.
- C. Shoes and/or sandals must be worn at all times. No house shoes permitted.
- D. Tank tops, strapless tops, tops with spaghetti straps, low-cut tops, muscle shirts, and (see-through) shirts are not permitted. Students are prohibited from wearing during the school day and at school-sponsored events, clothing that exposes the midriff in any position, underwear, buttocks, or breast of a female or chest of a male.
- E. The length of shorts, dresses, skirts must reach below mid-thigh from the front, sides, and back.
- F. No spandex, leggings, yoga pants, etc. may be worn without another garment that extends to a length that loosely covers the front and the posterior.
- G. Jeans/pants may not have holes exposing skin or underwear above mid-thigh from the front, sides and/or back.
- H. No pajama pants, sets, or onesies.
- I. No objects/accessories (wallet chains, spikes, etc.) that are deemed unsafe will be allowed on campus.

- J. No blankets during the school day.
- K. No dark glasses inside the building, with the exception of prescription glasses prescribed by the student's physician.

Students cannot attend class until appropriate clothing is obtained. The school will provide (if available) or a parent must bring appropriate clothing. If the parent is unable to provide, the student will be placed in ISS until proper clothing is obtained. Refusal to change will automatically move to step 5 of the consequences.

**Rule 106. Horseplay**

Any activity that involves inappropriate contact with another person, without intent to harm them and by virtue of the contact's outcome, has not substantially harmed another person. This may include any act that is not intended to do damage or harm, and does not result in any significant damage or harm. However, if the act is determined to be one that could have caused substantial harm or damage, the student may be found responsible for a more serious offense.

**LEVEL I CONSEQUENCES  
(RULES 101-106)**

1. Administrator Conference
2. Saturday School
3. 3 days of In-School Suspension
4. 5 days of In-School Suspension
5. 2 days of Out-of-School Suspension
6. 3 days of Out-of-School Suspension
7. 5 days of Out-of-School Suspension and Probation
8. Recommendation for Expulsion

Disciplinary actions will become progressively more severe if the student continues to violate Level I infractions

**B. LEVEL II**

**LEVEL II CONSISTS OF OFFENSES THAT ARE MORE SERIOUS IN NATURE;  
OR PERSISTENT, SERIOUS LEVEL I MISCONDUCT**

- RULE 201. Disruptive Behavior
- RULE 202. Insubordination
- RULE 203. Sexually Explicit Materials
- RULE 204. Forgery or False Documentation or Failure to Provide Identification
- RULE 205. Gambling
- RULE 206. Misdemeanor Theft
- RULE 207. Tobacco, Electronic Nicotine Delivery Systems, and Related Products
- RULE 208. Out of Designated Area on Campus
- RULE 209. Possession of Prohibited Goods
- RULE 210. Vandalism-Minor Damage
- RULE 211. Inappropriate Use of Designated Area
- RULE 212. Visibility/Use of Cell Phones and Other Electronic Devices

**RULE 201. Disruptive Behavior**

Students shall not display or engage in behavior that interferes with instruction, a positive classroom or school environment.

**RULE 202. Insubordination**

Persistent and willful refusal to follow the reasonable and respectful directives of any authorized School District Employee.

**RULE 203. Sexually Explicit Materials**

Students may not have in their possession or control any sexually explicit materials on school property, including school buses.

**RULE 204. Forgery or False Documentation or Failure to Provide Identification**

No student shall falsify signatures or information on official school records, refuse to give identification or give false identification when requested by a staff member. .

**RULE 205. Gambling**

Students shall not participate in any activity which may be termed gambling or wagering where the stakes are money or any other objects of value while on school property, school buses or at school-sponsored events. (A.C.A. 5-66-101, et seq.; A.C.A. 5-66-112; A.C.A.5-66-113).

**RULE 206. Misdemeanor Theft**

Students shall not take or **possess** property that does not belong to them (A.C.A 5-36-103; 5-36-106; 6-18-502)- (less than \$500). **Parents/Guardians must make restitution.**

**RULE 207. Tobacco, VAPES, Electronic Delivery Systems, and Related Products**

A student may not smoke, have in possession or control any tobacco products in any form (including, but not limited to, cigarettes, cigars, chewing tobacco and snuff), tobacco related substances, nicotine delivery system, paraphernalia (including, but not limited to, matches, lighters, e-cigarettes, vapes, JUULs, etc.) in or on school property, including school buses. (Arkansas Law 6-21-609; 5-78-102) class C misdemeanor.

**RULE 208. Out of Designated Area on Campus**

A student may not be outside their designated area on campus without permission from school authorities.

**RULE 209. Possession of Prohibited Goods**

A student shall not possess, handle or store contraband materials while on school property or school-sponsored events.

**Principals reserve the right to ban any item deemed unsafe or disruptive to the learning climate of the school.**

**RULE 210. Vandalism-Minor Damage**

No student shall destroy or damage any property of another or that belonging to the school district. (A.C.A. 5-38-203; 5-38-204; 5-71-206; 6-21-604; 6-21-605). **The parent/guardian must make restitution for all damages to property caused by his/her child.**

**RULE 211. Inappropriate Use of Designated Area**

Inappropriate use of a designated area may include: more than one occupant per bathroom stall, closet, etc. All students found inappropriately using an area will be disciplined equally.

**LEVEL II CONSEQUENCES  
(RULES 201-211)**

1. In School Suspension - 3 days
2. In School Suspension - 5 days
3. Suspension - 3 days
4. Suspension - 5 days and probation
5. Recommendation for Expulsion

**RULE 212. Visibility/Use of Cell Phones and other Electronic Devices**

Any electronic device, as defined as anything that can be used to transmit or capture images, sound or data, whether district or student owned, (cell phones, smart watches, airPods, wireless earbuds) will be confiscated if visible or in use from 7:30 a.m. until the end of the school day, unless explicitly permitted by school personnel.

Electronic devices, electronic communication devices, and/or electronic devices with photographic capabilities shall not be accessible by a student at any time during statewide assessments administration unless specifically permitted by a student’s individualized education plan (IEP) or health plan.

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

No student shall use any wireless communications 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.

Refusal to turn in an electronic device or cell phone will result in an automatic 5 day suspension.

### **RULE 212 CONSEQUENCES**

1. 3 days of in-school suspension (ISS)
2. 3 days of out-of-school suspension (OSS)
3. No device is allowed on campus for the remainder of the year.
4. Device is confiscated and turned in to the local authorities.

Refusal to relinquish a cell phone will result in an automatic send home, parent/guardian required meeting before the student can return to school, and automatic step 3 consequence.

Disciplinary actions will become progressively more severe if the student continues to violate Level II infractions.

### **C. LEVEL III**

#### **LEVEL III CONSISTS OF OFFENSES THAT SIGNIFICANTLY DISRUPT THE EDUCATIONAL PROCESS, SCHOOL ENVIRONMENT AND/OR SCHOOL-RELATED ACTIVITIES; OR ARE PERSISTENT OR SERIOUS LEVEL I OR II MISCONDUCT**

- RULE 301. Loitering by Suspended or Expelled Student
- RULE 302. Possessing, distribution, or Using Drug Paraphernalia
- RULE 303. False Emergency Alarm/Tampering with Safety Devices
- RULE 304. Reckless Behavior
- RULE 305. Threat of Harm
- RULE 306. Bullying/Cyberbullying-Student
- RULE 307. Disorderly Conduct
- RULE 308. Sexual Contact
- RULE 309. Sexual Harassment
- RULE 310. Indecent Exposure
- RULE 311. Extortion/Bribery
- RULE 312. Gang or Gang Activity, Clubs, Fraternities, Sororities or Secret Societies
- RULE 313. Criminal Mischief/Vandalism-Major Damage
- RULE 314. Theft - Student/Staff Property
- RULE 315. Theft - School Property
- RULE 316. Profanity and Obscene Gestures Toward Public School Employee
- RULE 317. Video Voyeurism
- RULE 318. Computer/Network Violation
- RULE 319. Battery
- RULE 320. Fighting
- RULE 321. Out of Designated Area Off Campus
- RULE 322. Possessing, Purchasing, Using or Being Under the Influence of Alcohol, Legal Drugs, or Illegal Drugs

**Rule 301. Loitering by Suspended or Expelled Student**

No suspended or expelled student shall linger on school grounds or within 100 feet of the school without permission of the school administrator, or go on school District property for any purpose while serving suspension/expulsion. No student from another campus is allowed on any other school campus during school hours without permission of school officials (A.C.A. 6-21-606; 6-21-607).

**Rule 302. Possessing, distribution, or Using Drug Paraphernalia**

Students may not possess or transmit any objects that could reasonably be considered drug paraphernalia.

**Rule 303. False Emergency Alarm/Tampering with Safety Devices**

A student shall not circulate a story of a fire, bombing, bomb threat or other catastrophe when that student knows the story to be untrue. Students will not tamper with safety devices on any school property. If injury occurs to any person as a result of the false alarm or tampering with safety devices, the student will be reported to law enforcement agencies. (Rule 402--Bomb/False Bomb, Fire Alarm/Threat)--(A.C.A. 5-71-210, Class D Felony).

**Rule 304. Reckless Behavior**

A student shall not recklessly engage in conduct that creates a substantial risk of or results in **physical injury** to another student including driving on school campus (A.C.A. 5-13-206, 2nd degree assault).

**Rule 305. Threat of Harm.**

A student shall not threaten to cause physical harm to another student (A.C.A. 5-13-301, 6-17-113).

**Rule 306. Bullying/Cyberbullying-Student**

Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student(s). Bullying may occur through written, verbal, electronic or physical act that causes or creates a clear and present danger of physical harm or damage to school or student property; substantial interference with a student's education; hostile educational environment for one (1) or more students due to the severity, persistence or pervasiveness of the act; or substantial disruption of the orderly operation of the school or educational environment.

**Rule 307. Disorderly Conduct**

No student shall disrupt the lawful assembly of persons by engaging in inappropriate behavior that substantially interferes with or is likely to interfere with any school function, activity or school program (A. C. A. 5-71-207, Disorderly Conduct-class C Misdemeanor)

**Rule 308. Sexual Contact**

Students shall not touch other students in a sexual manner or engage in any sexual activity (A. C. A. 5-14-101; 5-14-511).

**Rule 309. Sexual Harassment**

Sexual harassment is unwanted, unwelcomed verbal, written or physical behavior of a sexual nature. Typical examples of sexual harassment include sexually oriented gestures, crude jokes or pictures, remarks or discussions of sexual experiences that are unwelcomed; repeated and unwanted sexual advances; touching or other unwelcomed bodily contact; physical intimidation and mockery or scorn based on perceived sexual orientation or spreading rumors related to a person's alleged sexual activities.

**Rule 310. Indecent Exposure**

Students shall not expose their sex organs/private parts in a public place or in public view or under any circumstances (A.C.A. 5-14-112, Indecent Exposure, Class A Misdemeanor). **NOTE; Exposing private parts is also disorderly conduct (A.C.A. 5-71-207, Disorderly Conduct-class C Misdemeanor).**

**Rule 311. Extortion/Bribery**

No student shall obtain or attempt to obtain something of value from another person either by physical force or by threat (illegal acts) or bribery.

**Rule 312. Gang or Gang Activity, Clubs, Fraternities, Sororities or Secret Societies**

It is the duty of the Lonoke School Board to suspend or expel any student of the District who joins or promises to join, become a member, or solicits other persons to join, promise to join or pledge to become a member of any prohibited organization or participation in associated activities; or wear or display any insignia for purpose of identification with any such organization while in and attending the Lonoke School District.

Gangs, Clubs, Fraternities, Sororities or Secret Societies which initiate, advocate or promote activities which threaten the safety or well-being of persons or property on school grounds or school-sponsored activities or which disrupt the school environment and/or school activity are harmful to the education process. **The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessories or manner of grooming which by virtue of its color, arrangement, trademark, symbol or any other attribute, which indicates or implies membership or affiliation with such a group, presents a clear and present danger to the health, safety and welfare of students.** Students are prohibited from participating in any activity related to gangs, clubs, fraternities, sororities or secret societies while at school, while traveling to or from school or while attending school-sponsored events (A.C.A. 6-18-605; 6-15-1005; 5-74-201).

**Rule 313. Criminal Mischief/ Vandalism- Major Damage**

No student shall destroy or damage any property of another or that belonging to the school district. **The parent/guardian shall be responsible for all damages to property caused by the student** (A.C.A. 6-21-604; 6-21-605; 5-38-203; 9-27-330; 9-27-331)

**Rule 314. Theft - Student/Staff Property**

Students shall not take/steal or be in possession of property worth \$1000 or more that belongs to another student/staff without that person's permission. **Parent/Guardian must make restitution** (A.C.A. 5-36-103; 5-36-106)

**Rule 315. Theft - School Property**

Students shall not take/steal or be in possession of property worth \$1000 or more that belongs to the school without permission. **Parent/Guardian must make restitution** (A.C.A. 5-36-103; 5-36-106)

**Rule 316. Profanity and Obscene Gestures toward Public School Employee**

A student will not use or direct any verbal or written form of profane, violent, vulgar, abusive, insulting, sexual or disrespectful language at any time toward public school employees. A student will not use physical gestures that convey a connotation of obscene or disrespectful acts, infringe upon the rights of others or cause or begin an overt and immediate disruption of the educational process (A.C.A. 5-60-113 school bus drivers; 5-17-207 disorderly conduct; 6-17-106 insult/abuse of teachers/staff).

**Rule 317. Video Voyeurism**

The unlawful use of a camera, video tape, photo-optical, photoelectric or any image recording device used for the purpose of secretly observing, viewing, photographing, filming or videotaping on any Lonoke School District property or school function without the consent of any person(s) who has reasonable expectations of privacy is prohibited (A.C.A. 5-4-401; 5-16-101, class D felony).

A student shall be guilty of this offense if they voluntarily participate in placing the photographic image(s) obtained in any public viewing area, i.e. internet, cell phone, social media, camera, etc.

**Rule 318. Computer/Network Violation**

A student shall not modify, erase software without authorization, introduce any viral agent, access another individual's electronic documents, access, create, reproduce or distribute documents/sites containing vulgar language, obscene materials or participate in any unauthorized use of technology. Students will fully comply with the Appropriate Use of Computers and Network Policy and all computer/network usage directives from LPSD staff. A student may lose use of network resources.

**Rule 319. Battery**

A student will not attempt to cause injury or physical harm to another student, or strike or beat another student (A.C.A. 5-13-203; 5-1-102 (14); 5-13-206; 5-13-207).

**Rule 320. Fighting**

A student shall not exchange physical blows or engage in aggressive physical contact with another student (A.C.A. 5-71-207).

**LHS Only: First Offense = 5-Day Suspension and probation / Second Offense = Recommendation for Expulsion**

**Rule 321. Out of Designated Area- Off Campus**

After arrival on the school campus a student will not leave the campus without permission from school authorities.

<b>LEVEL III CONSEQUENCES (RULES 301-321)</b>	
1.	Suspension - 3 days
2.	Suspension- 5 days and probation
3.	Recommendation for Expulsion

**Rule 322. Possessing, Purchasing, Using or Being Under the Influence of Alcohol, Legal Drugs, or Illegal Drugs**

Students shall not possess, attempt to possess, consume, purchase, use or be under the influence of alcohol or illegal drugs at school or school-related activities or travel to or from school or any school-sponsored activity. Students breaking this rule for the first time will be suspended for **ten (10) days and placed on probation**. The student/family must show proof that the student is enrolled with a counseling agency recognized by the District. Failure to comply will result in a recommendation for expulsion. Any student violating this policy will be prohibited from participating in or attending any extracurricular activities.

**Prohibited substances/illegal drugs shall include, but are not limited to, inhalants, LSD, or any other hallucinogen; marijuana or shake; K2; bath salts, cocaine, heroin, or any other narcotic drug; PCP; amphetamines, steroids; designer drugs or any controlled or uncontrolled substance.**

<b>RULE 322 CONSEQUENCES</b>	
1.	Parent/Administrator conference AND out-of-school suspension (10 days) and probation with documentation of counseling.
2.	Recommendation for expulsion.
If a student breaks this rule for a second time, they will immediately be recommended for expulsion and reported to legal authorities.	

**D. LEVEL IV**

<b>LEVEL IV CONSISTS OF SERIOUS OFFENSES WHICH INCLUDE WILLFUL OR MALICIOUS ACTS THAT HAVE THE EFFECT OF MATERIALLY AND SUBSTANTIALLY DISRUPTING THE EDUCATIONAL ENVIRONMENT IN THE SCHOOL, ON THE SCHOOL BUS OR AT SCHOOL ACTIVITIES</b>	
RULE 401.	Terroristic Threatening--Threats of Serious Physical Injury or Property Damage/Threats to Teachers/Staff
RULE 402.	Bomb/False Bomb, Fire Alarm/Threat
RULE 403.	Assault/Battery with Substantial Risk of Death or Serious Physical Injury (First Degree)
RULE 404.	Assault/Battery on Staff
RULE 405.	Bullying/Cyberbullying of Staff
RULE 406.	Sexual Abuse or Rape
RULE 407.	Robbery
RULE 408.	Selling, Attempting to Sell/Distribute Drugs/Alcohol
RULE 409.	Arson
RULE 410.	Possession or Use of Firearm, Weapon or Facsimile Weapon
RULE 411.	Persistent Disregard for School Rules
RULE 412.	Behavior not Covered

**RULE 401. Terroristic Threatening--Threats of Serious Physical Injury or Property Damage/Threats to Teachers/Staff**

Students shall not, with the purpose of terrorizing another person, threaten to cause death or serious physical injury or substantial property damage to another person or threaten physical injury to teachers or school employees (A.C.A. 6-17-113; 5-13-301, duty to report all threats and acts of violence).

**RULE 402. Bomb/False Bomb, Fire Alarm/Threat**

A student shall not threaten a fire or bombing. A student shall not activate a bomb, fire alarm or cause an evacuation.

**RULE 403. Assault/Battery with Substantial Risk of Death or Serious Physical Injury (First Degree)**

A student shall not engage in conduct which creates a substantial danger of death or serious physical injury to another person (A.C.A. 5-13-201; 5-13-202; 5-13-204; 5-13-205; 5-1-102 (19))

**RULE 404. Assault/Battery on Staff**

No student shall strike or attempt to strike a teacher or other school personnel (A.C.A. 5-13-201; 5-13-202; 5-13-204;5-13-207).

**RULE 405. Bullying/Cyberbullying of Staff**

Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against a public school employee (s). Bullying may occur through written, verbal, electronic or physical act that causes or creates a clear and present danger of physical harm or damage to school or staff property; substantial interference with a public school employee's role in education; hostile educational environment for one (1) or more public school employee(s) due to the severity, persistence or pervasiveness of the act; or substantial disruption of the orderly operation of the school or educational environment. Cyberbullying of school employees is expressly prohibited and includes, but is not limited to: building a fake profile or website; posting or encouraging others to post personal, private or sexual content pertaining to employee; making or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form.

**RULE 406. Sexual Abuse or Rape**

Students shall not engage in sexual contact with another person by forcible compulsion or engage in sexual contact with another person who is incapable of consent because he/she is physically/mentally helpless; nor shall students engage in sexual intercourse or deviant sexual activity with another person by forcible compulsion or with another person who is incapable of consent because he/she is physically/mentally helpless (A. C. A. 5-14-103 Rape--Y felony).

**RULE 407. Robbery**

Students shall not take property belonging to another person or the school by force, threat of force or with the use of a deadly weapon ( A. C. A. 5-12-102; 5-12-103).

**RULE 408. Selling, Attempting to Sell/Distribute Drugs/Alcohol**

A student who sells, attempts to sell, distribute drugs (or any substance he/she claims to be a controlled substance) or alcohol shall be reported to legal authorities (A.C.A. 5-64-401).

Sentences for sale of controlled substances within 1000 feet of public or private schools shall be enhanced by two (2) years and a fine of no less than \$1,000 (A.C.A. 5-64-401).

Prohibited substances shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or other controlled substance as defined in Act 590 of 1971 of the state of Arkansas, as amended, or beverage containing alcohol or intoxicant of any kind.

**Drug Dog**

Students in the Lonoke School District should be aware that School District Officials have access to a registered drug dog. The dog, while gentle, has been trained to locate marijuana, alcohol, and other illegal drugs. Periodic, unannounced visits to our schools will be made by the dog and its handler. Lockers, automobiles and other areas of the building will be searched. Students will be held responsible for any prohibited items found in their lockers, automobiles or belongings at school. Should prohibited items be found during school checks, the violators will be disciplined under District policies and may be prosecuted under local, state, and federal laws.

**RULE 409. Arson**

No student shall deliberately burn or attempt to burn school property (A.C.A. 5-38-301).

**RULE 410. Possession or Use of Weapon, Firearm or Facsimile Weapon**

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

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

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

“Weapon” means any: firearm; knife; razor; ice pick; dirk; box cutter; nunchucks; pepper spray; mace or other noxious spray; explosive; taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or any other instrument or substance capable of causing bodily harm. (Gun Free Schools Act of 1994; Act 567 of 1995; A. C. A. 5-4-201; 5-4-401; 5-27-210: 5-73-119 (b) (e) (8) (9) (10); 5-73-133; 6-18-502; 6-18-507; 6-17-113; 6-21-608). ***Students will be suspended immediately, reported to legal authorities and recommended for expulsion for a period of one (1) year.***

**RULE 411. Persistent Disregard for School Rules**

A student who persists in acts of misconduct after the school has made and documented reasonable efforts to secure his/her adherence to established rules will be recommended for expulsion.

**LEVEL IV CONSEQUENCES  
(RULES 401-411)**

Students will be suspended immediately for ten (10) days and recommended for expulsion.

**RULE 412. Behavior Not Covered**

Lonoke School District reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline in the schools even though such behavior is not specified in written rules (inappropriate infraction will be specified).

**RULE 412 CONSEQUENCES**

**Minimum:** Saturday School  
**Maximum:** Recommendation for Expulsion

## **E. REFER TO LOCAL SCHOOL PROCEDURES**

### **RULE 500. Repeated School and/or Class Tardiness**

Students shall not be tardy. A student is tardy if he/she is not in the classroom or other assigned area by the time the tardy bell rings (Arkansas Law 6-18-217; 6-18-222).

#### **RULE 500 CONSEQUENCES**

1. Three (3) tardies in a nine-week period - Detention
2. Six (5) tardies in a nine-week period - Saturday School and Parent/Administrator conference
3. Nine (9) tardies in a nine-week period - In School Suspension, Parent/Administrator conference

### **RULE 501. Truancy (Skipping School or Class)**

A student will not be absent from school without parent or school authorities' prior knowledge and consent. A student absent from his/her classroom or other assigned learning station without permission from school authorities shall be considered truant. Each truancy will be treated as an unexcused absence (A. C. A. 6-18-217; 6-18-222).

#### **RULE 501 CONSEQUENCES**

1. In School Suspension~ 3 days and Parent/Administrator Conference
2. In School Suspension~ 5 days, Parent/Administrator Conference and probation

### **RULE 502. Violation of Parking and Driving Regulations**

A student using any type of vehicle (bicycle, motorcycle, automobile) as a means of transportation to and from school will not violate the rules and regulations set forth by the principal or designee. Students in grades nine (9) through twelve (12), who have obtained a driver license may drive to school, and vehicles must be parked in the assigned area on campus, be registered with the school and display a current decal. **Students are prohibited from sitting in parked vehicles or returning to vehicles without prior approval from school administration during regular school hours.** Violation may result in loss of parking privileges and/or additional disciplinary actions.

### **RULE 503. Academic Dishonesty**

Academic dishonesty will be dealt with on a case-by-case basis and will follow the local school discipline procedures.

## SECTION II: SCHOOL BUS TRANSPORTATION

School buses are operated by the Lonoke School District as an accommodation to students and parents. ***Riding a bus is a privilege that must not be abused*** by daily bus riders or those only riding a bus for a field trip. The same appropriate behavior as expected at school is expected on the school bus. A student's failure to conform to acceptable standards of behavior and courtesy will result in his/her being subject to disciplinary action. For violations of the general Standards of Conduct that occur on the bus, normal progressive discipline will be followed. Remember: Parents will be held financially responsible for damage to the inside/outside of the school bus.

*Students and parents have the responsibility for knowing and agreeing to abide by bus riding regulations. Bus drivers have the responsibility for obeying all traffic laws and safety procedures, for supervising the behavior of students assigned to them, and for reporting to the transportation director those acts of student conduct which are contrary to law, school regulations, or jeopardize the health and safety of persons riding the bus. The transportation director has the responsibility for acting promptly when a bus driver reports acts of misconduct and for proper notification to the student, parent and driver of the disposition of the case. Parents have the responsibility for providing student transportation to and from school when suspension of bus privileges becomes necessary. The student will not be allowed to ride any other bus during that period of time.*

### A. Procedures and Rules for Students Riding School Buses

- Bus students are under the supervision of the bus driver and are to follow the driver's directions at all times. Failure to follow directions may result in loss of bus privileges.
- Students shall unload from the bus at designated school in the morning and will load from designated school in the afternoons, unless written permission is obtained from School Administration.
- Students requiring constant care and supervision will not be left unattended when delivered to their home in the afternoon. Students will be returned to the Transportation Department if supervision is not evident. Parents/guardians will be responsible for retrieving their child if the child cannot be left at home.
- Students will not be allowed to ride another bus or get off the bus anywhere other than the student's regular stop without both the **required documentation from the parent/guardian and prior approval by the School Administrator.**
- Unauthorized passengers are not allowed on the bus at any time.
- Balloons are not permitted on the school bus.
- Buses may be equipped with video surveillance cameras. Students' actions and communications could be recorded at any time. Disciplinary action may be administered after video review.
- Students living close together will be asked to meet at one bus stop.
- **The contact information sheet must be completed before your child (ren) can ride a bus. The form will be included in the student registration packet which is to be completed prior to the start of school.**

### B. Class I Bus Offenses

1. Eating, drinking or chewing gum
2. Out of seat or in the aisle while the bus is in motion
3. Not in assigned seat
4. Not sitting properly (facing front) in seat
5. Horseplay, yelling out the window, loud noises
6. Blocking aisle (with body parts or other items)
7. Rudeness, improper language, or obscene gestures
8. Disruptive use of cell phones or electronic devices (including sharing devices). (Must not be audible to anyone else.)
9. Littering
10. Failure to obey bus driver

#### TRANSPORTATION CLASS I CONSEQUENCES

First Offense: Warning

Second Offense: Parent Conference

Third Offense: 3-5 Day Suspension

Fourth Offense: 5-7 Day Suspension  
Fifth Offense: Suspended for remainder of the semester

**C. Class II Bus Offenses**

1. Profanity, verbal abuse, bullying (students or driver)
2. Body parts or any item out of window
3. Throwing/shooting of any object (paper, pencils, rubber bands, paper clips, etc.)
4. Physical aggression/fighting (of any kind)
5. Destruction of school property (parent must make restitution)
6. Loading or unloading bus improperly or tampering with any portion of the bus
7. Spraying or applying any substance (cologne, perfume, deodorant, lotion, hand sanitizer, air freshener, etc.)
8. Riding on any bus while suspended from school or another bus
9. Use of tobacco products of any kind, including but not limited to electronic devices (e-cigarettes, e-cigars, etc.)
10. Refusal to obey bus driver

**TRANSPORTATION CLASS II CONSEQUENCES**

First Offense: 3-5 Day Suspension  
Second Offense: 5-7 Day Suspension  
Third Offense: 7-10 Day Suspension  
Fourth Offense: Loss of bus service for the remainder of the school year

**D. Zero Tolerance Bus Offenses**

1. Use and/or possession of inhalants, any controlled substance, alcohol or possession of a weapon
2. Lighting of matches, fireworks, or any flammable object or substance
3. Any act that endangers the safety of students and/or the driver
4. Sexual harassment of any kind
5. Viewing or sharing pornographic material/images
6. Inappropriate touching/contact (contact made by male or female)
7. Viewing or sharing any form of pornographic images, acts or videos
8. Performing any sexual act involving self or others

**ZERO TOLERANCE CONSEQUENCES**

Students will be immediately suspended from the bus for the remainder of the school year.

Students shall not possess, use, purchase, or be under the influence of alcohol and/or illegal drugs on the school bus. Students breaking this rule for the first time will be suspended ten (10) days and placed on probation. The student/family must show proof that they are enrolled with a counseling agency recognized by the District or the student will be recommended for expulsion.

The student breaks the rule a second time, he/she will immediately be recommended for expulsion. The student will be reported to legal authorities.

All school buses and bus stops are extensions of our school buildings. Any infractions that occur within those areas will follow the school discipline policies and procedures which may include both bus and school consequences.

The Lonoke School District reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline on the school bus and at designated stops even though such behavior is not specified in the written rules. Inappropriate infractions will be specified.

## SECTION III: DISCIPLINARY IMPLEMENTATION PROCEDURES

### A. DETENTION HALL

Detention hall meets during respective lunch periods. Students may be assigned to the detention hall by a teacher or an administrator. Students will abide by the following rules:

- a. Students assigned to detention are expected to go to the detention room.
- b. Students may not talk or sleep.
- c. Students will sit up straight and will face the front.
- d. Failure to attend detention hall will result in Saturday School.
- e. Students will be assigned to Saturday School upon fourth (4) detention assignment.

### B. SATURDAY SCHOOL

The main purpose of this intervention shall be to help students remain in school instead of being suspended. Saturday School will consist of a study period which could be followed by campus clean-up. Students who attend Saturday School are subject to the parent and student handbook.

Saturday School will be open every Saturday (excluding holiday weekends and inclement weather) during the school year. Students are required to check in before 8:00 a.m. The Saturday session will begin at 8:00 a.m. and end at 12:00 p.m. No student will be allowed to enter after 8:00 a.m. (no exceptions). Any student assigned to Saturday School must report to the designated area.

#### SATURDAY SCHOOL RULES AND GUIDELINES:

- a. **LPS, LES, & LMS ONLY:** At least one parent will bring the student to school and check him/her into the class. Before leaving the student at school, the parent will discuss with the supervisor in charge, the person responsible for picking up the student at the end of the session. There must be an emergency telephone number left with the supervisor.
- b. Upon arrival, each student must have at least one (1) school book and any other materials needed for study or school work.
- c. Students are expected to wear clothing which is appropriate for school.
- d. Any student who fails to follow all guidelines will be removed from the building and may be subject to further disciplinary action.
- e. There will be two, ten (10) minute breaks
- f. All classroom/school rules and regulations will be followed during the Saturday School.
- g. No Saturday School sessions are held during a holiday or 3-day weekend.

**Failure to attend an assigned Saturday School will result in a three (3) day in-school-suspension (ISS) assignment.**

### C. IN SCHOOL SUSPENSION (ISS)

The purpose of In-School Suspension (ISS) is to act as an alternative to keep out-of-school suspensions and expulsions to a minimum. The assignment may be in lieu of an out-of-school suspension.

#### ISS RULES AND GUIDELINES:

- a. Students assigned to In-School Suspension (ISS) must report to the designated area in the cafeteria upon arrival. Students will be escorted to ISS by the ISS supervisor. The student must arrive no later than 8:00 a.m. and remain in ISS until school is dismissed.
- b. Students may use school transportation or provide their own.

- c. Students will turn in their phone and any other electronic device to the ISS teacher and their personal belongings will be placed in the designated area.
- d. Lunch will be delivered to the ISS classroom.
- e. Two restroom breaks will be permitted during the day: one before lunch and one after lunch.
- f. Students will be responsible for bringing the necessary materials to complete assignments. Each student is responsible for his/her own belongings. The supervisor is not liable for lost or stolen items.
- g. All assignments must be completed to the satisfaction of the classroom teacher and the ISS supervisor.
- h. Students will immediately and courteously obey the direct and reasonable directions of school employees. Students may not speak without permission.
- i. Students may read and look at other literature (such as magazines) available in the work area, but only after classroom assignments are completed, checked and turned in.
- j. Students will read and follow student guidelines found in the student handbook.
- k. Students will not attend or participate in any school functions while serving an In-School Suspension.
- l. Days missed must be made up. Days missed due to school inclement weather closures must also be made up. Students may not return to the regular classroom until ISS days have been served.
- m. No sleeping is allowed. Students must stay busy working on assigned materials.
- n. Work area must be kept clean and neat.
- o. Failure to comply with school and ISS rules and regulations may result in extra assigned time or recommendation for suspension or expulsion from school.
- p. Other consequences will be considered for students who exceed five (5) assignments in ISS.

During the ISS assignment period, students shall not attend any school sponsored activities nor shall the student participate in any school sponsored activities. **Students must be reinstated on the following day after serving an in-school suspension. Upon reinstatement, students will then be eligible to participate in school sponsored activities.**

## D. SUSPENSION

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:

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

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

1. The student shall be given written notice or advised orally of the charges against him/her;
2. If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and be allowed to present his/her version of the facts;
3. If the principal finds the student guilty of 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) or to the student if age 18 or older prior to the suspension. Such notice may be handed to the parent(s), legal guardian(s) or to the student if age 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 practical.

When a student has been notified that he is suspended, he shall remain away from school premises until the principal or designee reinstates him, except when the student is accompanied by his parent for the student-parent-principal conference.

In the event of an unsatisfactory student-parent-administrator conference, the suspension may be treated procedurally as a recommendation for expulsion, and notice will be sent to the parent as provided under the policy for expulsion.

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

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

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 suspension.

**Note:** A notation of all suspensions of a student is made on the student's disciplinary record, his days of absence from school are recorded on the school's attendance register, and the student should understand that continuing acts of misconduct which cause suspension may lead to a recommendation for expulsion. (ACA 6-18-507). Suspensions initiated by the principal or designee may be appealed to the superintendent, but not to the Board. Suspensions initiated by the superintendent may be appealed to the Board.

## **E. PROBATION**

The Principal, or his/her designee, may place any student who has been involved in an act of Level I, II, or III misconduct on probation in addition to being suspended. School personnel must provide formal notice to the student and parent/guardian(s), and an opportunity for a parent/guardian conference. Probation should be for a definite period during which critical examination and evaluation of the student's progress is to take place.

## F. EXPULSION

1. When a student is suspended by a principal and recommended for expulsion the parent(s) or guardian will promptly be notified in writing, by a certified letter to the last known address or a letter delivered by a school employee, of the reason(s) therefore, and the procedure to be followed if readmission is sought. When a school employee delivers the letter, the parents, legal guardians or persons having lawful control of the student, or persons standing in loco parentis, will be required to sign a statement of receipt. The principal must sign the expulsion recommendation.
2. The Hearing Officer will hold a hearing on the recommendation for expulsion, if a request is made in writing within ten (10) calendar days from the date of the aforesaid notice. The Hearing Officer will consider the appeal brought by parents and the position of the administration making the recommendation and then make a decision based upon equitable factors. This hearing will normally be conducted within five (5) days after receiving the request for a hearing; another date may be mutually agreed upon between the two parties. A form and a stamped-addressed envelope, which may be used to request a hearing, will be enclosed with the aforesaid notice.
3. The findings and recommendation of the Hearing Officer will be final unless modified or rejected by the Superintendent and/or Board of Education. The Hearing Officer will furnish to the student or his representative complete instructions on his right to appeal to the Superintendent and/or Board of Education and the procedures to be followed. A form, which may be used for this purpose, will also be furnished if requested or if an appeal is indicated. (The appeal request must be made in writing within five (5) calendar days.)
4. No appeal will be heard by the Board unless the student has appeared before the Hearing Officer and presented a written notification of appeal to the Superintendent.
5. If the student is to be represented by legal counsel or other advocate, the student's representative and the school district's attorney will arrange for a hearing date and time agreeable to all parties.
6. An appeal hearing before the board will be conducted as follows:
  - a. General statement concerning the allegation(s) will be made by the School Administration.
  - b. General statement on behalf of the student.
  - c. Presentation of evidence by the administration.
  - d. Presentation of evidence by the student or his representative in defense or mitigation of the allegation(s)
  - e. Rebuttal evidence by the Administration if so desires
  - f. The Board will then make a finding concerning the validity of the allegation(s). If the Board finds the allegation(s) not to be true this will terminate the hearing and no further action because of this matter will be taken against the student.
  - g. If the Board finds the allegation(s) to be true, the Administration will make a recommendation and may offer additional factor evidence in support thereof. The recommendation need not necessarily be the same as the original recommendation.
  - h. The student or his representative may elect to make a final statement in mitigation of the allegation(s) and recommendation of the administration.
  - i. The Board of Education will take final action on the recommendation of the administration and may approve, modify or reject the recommendation.
  - j. In the absence of a request for a hearing before the Hearing Officer, the Board will act upon the Superintendent's recommendation.
  - k. When, because of the circumstances, time is of the essence the Board and the Superintendent may waive and modify the time and notice provisions of this subsection when such action would be in the best interest of fairness and the furtherance of justice. (ACA 6-18-507)

**When a student has been notified that he has been recommended for expulsion, he will remain away from the school premises pending resolution of the recommendation.**

7. All students who are expelled by the school board will be placed on a board-issued probation upon return. Prior to returning to school, the student and guardian shall meet with campus administration to review the conditions of the student's return. The duration of the probation will align with the term of the expulsion:
  - A student who is expelled for one semester will be placed on one semester of probation upon return to Lonoke School District.
  - A student who is expelled for two semesters will be placed on probation for two semesters upon return to Lonoke School District.
  - A student who is expelled for one calendar year will be placed on probation for one calendar year upon return to Lonoke School District.

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

## **SECTION IV: WHO IS RESPONSIBLE FOR STUDENT CONDUCT?**

Freedom is a constitutional right, but does not mean the absence of reasonable rules and regulations that serve to guide the actions of individuals. Along with freedom comes the responsibility to act in such a manner as to ensure that all participants may enjoy the same freedom. To obtain the greatest possible benefit to the students, teachers, administrators, support staff, bus drivers, parents, Board of Education and the entire community, it is essential that all work together to ensure that all persons are treated equally and with dignity in respect to their rights and responsibilities.

### **A. Students**

Students have the responsibility to pursue their education in the Lonoke School District in a manner that shows respect for other students, faculty members, parents and other citizens. Students should be aware that they have a responsibility to cooperate with and assist the school staff in the orderly and efficient conduct of the schools by abiding by the rules and regulations established by the Board of Education and the school of attendance, and implemented by teachers and school administrators. Each student is responsible for his own conduct at all times.

### **B. Parents or Guardians**

Parents should carefully read the pages of this handbook and assume a leading role in advising their children of appropriate and inappropriate behavior at school. Parents should stress the importance of a good education and conduct necessary to achieve it. Without the support of the parents/guardians, this attempt to promote good citizenship and success in life may not succeed and the student will be the one to suffer the consequences of struggling through life without the benefit of an education.

**ACA 6-17-106 states that it is unlawful for any person to use profane, violent, vulgar, abusive or insulting language toward any public school employee during the course of his duties. Said person shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than \$100 no more than \$1,500.**

**No unauthorized person (non-student) shall purposely enter or remain unlawfully in a school or vehicle on the school premises. (Criminal trespass — A.C.A. 5-39-203)**

### **C. Teachers/Staff Members**

All teachers/staff members are responsible for the supervision of the behavior of all the students in the school. This includes not only the students who are regularly assigned to the teacher/staff member, but also all other students with whom the teacher/staff member comes in contact. Each teacher/staff member is expected to maintain the kind of atmosphere and decorum that will promote the learning process, and to utilize sound techniques, which seem appropriate. These techniques include conferences with students and parents, referral to counselors at the school or referral to other supportive service personnel of the District (nurse, attendance caseworker, educational examiner, and psychologist). When the teacher/staff member is unable to assist the student to maintain proper control of his behavior, the student is to be referred to the appropriate administrator in the school.

### **D. School Administrators**

An administrator of each school will disseminate and explain to all students at the beginning of the school year, and will disseminate to each new student upon registration, the rules and regulations currently in effect for that school. In developing rules and regulations the administrator is expected to involve representatives of the teaching staff, the student body and the patrons of the school. The administrator of each school is responsible for conducting continued in- service education for all personnel on a regular basis to interpret and implement established policies. Each principal, or the principal's designee, is authorized to assign students to detention, work detail (with parent permission), probation status, and to suspend or recommend expulsion of students. The principal is expected to inform the parents or guardians of any student whose behavior is in serious conflict with established laws, rules and procedures.

### **E. School Resource Officers**

Lonoke School District participates in the School Resource Officer (SRO) program. The uniformed police officers are available to students, faculty and parents as a law enforcement resource. The officers can be utilized to discuss and present topics, including drug and alcohol abuse, traffic safety, suicide prevention, crime prevention, family violence and other issues. SROs are also present to ensure a safe, secure and orderly environment.

### **F. Superintendent**

The Superintendent is responsible to ensure that District administrators are knowledgeable on the provisions of the Handbook for Student Conduct and Discipline, policies of the Board of Education, and state and federal laws applicable to the discipline of students. Be familiar with District operations and regularly attend school functions. Communicate knowledge of best practices in relation to student discipline. Ensure that the District maintains staff with appropriate education and certification. Communicate District activities to the community through means such as publications, announcements, and community meetings and forums. Inform the Board on current issues and trends in student discipline. Support staff by ensuring appropriate student discipline procedures consistent with District policies and Arkansas law.

### **G. Board of Education**

The Board of Education of the Lonoke School District, acting through the Superintendent, holds all school employees responsible for the supervision of the behavior of students while legally under the supervision of the school. The Board expects all employees to be concerned with student behavior and when and where unacceptable behavior occurs, to take appropriate action.

## SECTION V: INFORMATION ON RIGHTS AND RESPONSIBILITIES

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

### A. Nondiscrimination

It is the policy of the Lonoke School District to provide equal opportunities without regard to age, race, creed, color, sex, religion, national origin, handicap, or veteran status in its educational programs and activities, educational services, financial aid and employment. Inquiries concerning the application of this policy may be referred to:

**Lonoke School District**  
**401 W Holly St.**  
**Lonoke, Arkansas 72086**  
**Phone: 501-676-2042**

In keeping with the requirements of federal law, state law and applicable court order, the District will strive to remove any vestige of discrimination in the employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline, and, in location and use of facilities.

Any student, or parent, who feels aggrieved under the above policy, may secure information concerning filing grievance procedures from the principal of a District school or from the Superintendent's office.

### B. Student Procedure for Filing Sexual Harassment Complaints

It is the policy of the District that none of its students will be subjected to sexual harassment by any school employee, including teachers and administrators, any volunteer, visitor, or other students. Sexual harassment is any unwelcome sexual advance, request for sexual favors and other verbal or physical conduct of a sexual nature.

Any student who has a complaint of sexual harassment at school by anyone should bring the problem to the attention of a school employee. If the complaint involves the principal the complaint may be made to the Title IX Coordinator.

The complaint will be investigated and the complainant will be advised of what action, if any, has been taken to resolve the complaint.

If the student is not satisfied with the principal's resolution of the complaint, he may appeal to the Title IX Coordinator. The appeal must be made in writing within ten (10) days from the decision of the principal.

### C. School Visitors

The Board strongly believes that the purpose of school is for learning. Social visitors, generally, disrupt the classroom and interfere with learning that should be taking place. Therefore, visiting with students at school is strongly discouraged, unless approved by the principal and scheduled in advance. This includes visits made by former students, friends, and/or relatives of teachers or students. Any visitation to the classroom shall be allowed only with the permission of the school principal and all visitors must first register at the office. **All visitors must have a government issued ID available in order to gain a visitor's pass.**

Parents and other adults interested in the school are welcome and required to register at the principal's office upon entering the building for directions and assistance regarding the nature of the visit. **The school will not accept deliveries except on designated days (e.g. Valentine's Day). Students will not be allowed to check out for lunch.**

## **D. Contact with Students While at School**

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

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

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or his/her designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court order —no contact or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file- marked court order.

Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting visitation may 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 4.11 and any other policies that may apply.

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

### **Contact by Law Enforcement, Socials Services, or by Court Order**

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

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

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

### **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.

## **E. Compulsory Attendance Ages**

Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 1 of that year, who resides, as defined by policy, within the district, shall enroll 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 have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary 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).

## **F. Entrance Age Requirements**

To enroll in a school in the District, the child must be a resident of the District as defined in District policy and meet the criteria outlined in policy.

Students may enter kindergarten if they will attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, who will become five (5) years old during the year in which he/she is enrolled in kindergarten, and who meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District.

Any child who will be six (6) years of age on or before October 1 of the school year of enrollment and who has not completed 30 a state-accredited kindergarten program shall be evaluated by the District and may be placed in the first grade if the results of the evaluation justify placement in the first grade and the child's parent or legal guardian agrees with placement in the first grade; otherwise the child shall be placed in kindergarten.

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

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

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Home-schooled and private school students shall be evaluated by the District to determine their appropriate grade placement.

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

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

1. The parent, guardian, or other responsible person shall furnish the child's social security number, or if they request, the District will assign the child a nine (9)-digit number designated by the Department of Education.

2. The parent, guardian, or other responsible person shall provide the District with one (1) of the following documents indicating the child's age:
  - a. A birth certificate;
  - b. A statement by the local registrar or county recorder certifying the child's date of birth;
  - c. An attested baptismal certificate;
  - d. A passport;
  - e. An affidavit of the date and place of birth by the child's parent or guardian;
  - f. United States military identification; or
  - g. Previous school records.
3. The parent, guardian, or other responsible person shall indicate on school registration forms whether the child has been expelled from school in any other school District or is a party to an expulsion proceeding. The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another school District to enroll as a student until the time of the person's expulsion has expired.
4. The child shall be age appropriately immunized, or have an exemption issued by the Arkansas Department of Health.

## **G. 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. §§ 1209, 1210, AND 1211.

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

**“Dual status military technician”** means a federal civilian employee who is:

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

**“Eligible child”** means the children of:

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

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

**"Transition"** means the:

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

**"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 have specialized knowledge regarding the educational needs of children of military families and the obstacles that children of military families face in obtaining an education.

An eligible child as defined in this policy shall:

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

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

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

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

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

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

## **H. School Admissions**

All persons seeking admission to the elementary and secondary schools of the District must satisfactorily meet eligibility prerequisites for the school or program to which they seek admission.

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

The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

Students who request admission at a time when they are suspended from another school District will not be admitted until the period of suspension expires. This policy will also apply if a student has been recommended for expulsion, but has been allowed to withdraw from school prior to final action on the recommendation. The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another District to enroll as a student until the time of the person's expulsion has expired.

Transcripts of students transferring into the District will be assessed and evaluated by the principal or his designee at the receiving school. Course credits will be accepted as determined by the principal. Grades will be accepted on the same grading scale utilized by the sending school.

Any student transferring from homeschool or a school that is not accredited by the Division of Elementary and Secondary Education to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. In the event that a student has no grades or transcript, the receiving school shall evaluate for proper placement.

The District will comply with the laws of Arkansas and regulations of the State Board of Education in its admission practices. Further, the admission practices will be construed in a manner consistent with the student assignment plan of the District as approved by the United States District Court for the Eastern District of Arkansas. (ACA 6- 18-316, 6-18-510, 6-15-504)

## **I. Student Attendance**

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. Adjustments may be made to this policy to meet an individual student's needs based on their IEP, 504, or LPAC plan.

When a student has five (5) absences, his/her parents, guardians, or persons in loco parentis shall be notified. Notification shall be by telephone or letter 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.

When a student has eight (8) absences, his/her parents, guardians, or persons in loco parentis shall be notified. Notification shall be by telephone or letter 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 has nine (9) absences in a semester, the district shall notify the prosecuting authority and the parent, guardian, or persons in loco parentis shall be subject to a civil penalty as prescribed by law.

Students with ten (10) consecutive absences shall be dropped on the eleventh (11th) day and can be allowed to re-enroll upon return.

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, guardian, or person in loco parentis may petition the school or District's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement, which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or District administrator or designee.

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

Days missed due to out-of-school suspension or expulsion shall not be counted toward the nine (9) absences allowable per semester.

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

## **J. Tardy Policy**

**LMS & LHS ONLY:** A tardy is any time a student arrives after school begins without a parent checking the student in. If a student misses fifteen (15) minutes or more of a class, the student will be considered absent.

## **K. Homework Policy**

Homework is considered to be part of the educational program of the Lonoke School 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 problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.

**LMS ONLY:** Homework shall never account for more than ten percent (10%) of a student's grade.

## Limitations

1. Homework will not require the use of materials or equipment not readily available in most homes, media centers or public libraries, and should require the use of those materials and equipment only after the student has had instruction in their use.
2. Homework will not be used as a form of punishment under any circumstances.

## L. Make-Up Regulations

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

1. It is the responsibility of the student, parent and teacher to arrange for all make-up work. Students are required to ask for their assignments on their first day back at school or their first class day after their return. Students are responsible for turning in their make-up work without the teacher having to ask for it.
2. Teachers are responsible for providing the missed assignments when asked by a returning student or the student's parent/guardian.
3. 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.
4. Students shall submit make-up work within five (5) days of their excused absence and (2) days of their unexcused absence. Make-up work which is not turned in within the make-up schedule for that assignment shall be graded at the discretion of the teacher.
5. 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.
6. Except in extenuating circumstances, assignments, tests, term papers and long range projects which were announced prior to the student's absence are due on the day that the student returns to school. The Board grants authority to teachers to make exceptions to this policy particularly in cases of term papers or long range projects as long as students are informed of the different requirements at the beginning of the assignment.
7. The requirements of the student's Individual Education Program or 504 Plan take precedence.
8. Students with extensive absences will be dealt with on a case-by-case basis.

Work missed while a student is expelled from school may be made up for credit; however, assignments not submitted will result in a zero (0). Students suspended/expelled will receive alternate methods of instruction for credit.

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.

## M. Educational Requirements for Obtaining Motor Vehicle Operator's License

Every application for an instruction permit or for an operator's license by a person less than 18 years old on October 1 of any year shall be accompanied by proof of receipt of a high school diploma or its equivalent or enrollment and regular attendance in a public, private or parochial school or proof that such person is being provided schooling at home. Regular attendance shall be attendance in compliance with the established written policy of the Lonoke School District. **Parking fee: \$10.00**

## **N. Expression**

Students have the right to express opinions and to support causes without interference from school authorities except when such actions are unlawful or disruptive to learning.

### **1. Oral Expression**

Students have the right to free and dynamic expression of ideas including personal opinion. Students have the right to opportunities for expressing themselves orally within the classroom and through other established settings within the school.

*Students have the responsibility to refrain from engaging in offensive obscenity and slander; to avoid speaking in such a way that disrupts the educational process; and the responsibility to avoid speaking solely for the purpose of infringing upon the rights of others. Students, teachers and other school staff have the responsibility to communicate in a courteous, non-hostile manner.*

### **2. Written Expression**

Students have the right to distribute or post-printed material (pamphlets, posters, leaflets, newspapers, brochures, circulars and petitions) subject to individual building procedures and accordance with Board of Education policies.

*Principals have the responsibility to see that Board of Education policies are adhered to and to develop and make available the building procedures for preparation and distribution of written materials.*

### **3. Symbolic Expression**

Students have the right to symbolic expression (the wearing of insignia, hair style, clothing, physical gestures) which does not (a) cause disruption of the education process, (b) infringe upon the rights of other students and faculty, (c) prevent the Board of Education from performing its statutory obligations, or (d) cause accidents or endanger the health or physical well-being of students or faculty.

*The primary responsibility for dress, grooming and overall appearance of students rests with the parents of individual students and the students themselves. Students have the responsibility to insure that (a) buttons, badges, clothing and other symbols do not contain obscene or libelous words, phrases or pictures, or depict alcohol, drugs and/or tobacco products; (b) that hair styles do not interfere with the health and safety of all students; (c) that clothing does not result in overt exhibitionism or disregard of common rules of cleanliness and health and safety standards, (d) that no flag or banner is publicly displayed except those approved by the Board of Education; and (e) that physical gestures do not convey a connotation of obscene or highly disrespectful acts, infringe upon the rights of others, or cause or begin an overt and immediate disruption of the educational process. School staff have the responsibility to ensure adherence to the above standards.*

## **O. Assembly**

Students have the right to arrange and participate in curriculum-related activities in or on school property in accordance with the building level policies of the principal.

Students have the right to arrange and participate in non-curricular activities in or on school property at non-instructional time (time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends).

*Students have the responsibility to consult with and follow building-level policies as set by the Board and described by the principal when planning any student activity to be held on school property before, during, or after the school day. Principals have the responsibility for following Board regulations in accepting and acting on student applications or requests, for curriculum or non-curriculum-related meetings.*

*Should attendance at a planned assembly not be required and students choose not to participate, they have the responsibility to report to an assigned area. Students attending a planned assembly have the responsibility to provide courteous attention. Building principals have the responsibility for having a written plan and dispersal statement for dealing with non-peaceful assemblies of students. The principal is responsible for familiarizing the entire school staff and student body with the plan.*

## **P. Patriotic and Religious Exercise**

Students have the right to participate in or abstain from such exercises as the flag salute, oaths or pledges, anthems and religious observances. The pledge will be recited in the morning of each day. Students choosing not to do so may quietly sit or stand during, and may not disrupt. There will be no retaliation for not saying the pledge. There will be a moment of silence immediately following the pledge.

*Students have the responsibility to respect the choice of those who choose to participate or abstain from such exercises. Parents and students have the responsibility to express to principals, for appropriate action, their religious or ethical objections to participating in selected features or class activities.*

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.

## **Q. Locks, Lockers, Desks and Other Student Storage Facilities**

Locks, lockers, desks and other student storage facilities are school-owned property. Students may not use a lock on lockers other than the one issued by the school.

Desks and lockers are school property and remain at all times under the control of the school. School authorities may conduct periodic general inspections at any time for any reason related to school administration.

Inspection of individual lockers or desks may occur when there is a reasonable cause to do so and in those cases, the student and two (2) adults shall be present.

## **R. Interrogation and Removal from School by Legal Authorities**

Students have the right to be advised of their rights, to know why they are being questioned, to remain silent, to know that anything he says may be held against him in court, for interrogation to take place in the presence of an official school representative, and not to be removed from school unless he has been observed violating a law by a law enforcement officer or the official school representative is presented a warrant or other valid order for arrest.

The principal or designee shall give the parent, legal guardian or other person having lawful control of the student under an order of court or person acting in loco parentis, notice that the student has been reported to, interviewed by, or taken into custody by law enforcement personnel.

If the principal or designee is unable to reach the parent, he shall make a reasonable, good faith effort to get a message to the parent to call either the principal or designee, and leave both a day and an after- hours telephone number. (Act 1217 of 2001)

School administrators have the responsibility to initiate proceedings for removing students from the school by legal authorities when the student becomes uncontrollable or disruptive.

## **S. Search and Seizure**

Students have the right to be protected from unreasonable search and seizure by either state, federal or school officials.

*School administrators have the responsibility to make a determination of the point at which the student's right to protection against unreasonable search and seizure is in conflict with the administrator's official duty to maintain a safe, orderly and efficient school. Search and seizure by the administrator or designee may occur when reasonable suspicion exists.*

A student's person and/or personal effects may be searched whenever a school authority has reasonable and individualized suspicion to believe that the student is in possession of illegal or unauthorized materials. Parents must pick up confiscated possessions such as, but not limited to radios, music devices, cell phones, or other electronic communication devices by the end of each semester.

**If a pat-down search of a student's person is conducted, it shall be conducted in private by a school official of the same sex in the presence of an adult witness of the same sex.**

*Search and seizure by law enforcement officials will occur only when probable cause exists. School administrators have the responsibility to make students aware of search and seizure procedures involving school property or person.*

## **T. Bullying**

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

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

Definitions:

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

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

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

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

Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;

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

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

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of 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.

**“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 is expressly prohibited and includes, but is not limited to:

- a. Building a fake profile or website of the employee;
- b. Posting or encouraging others to post on the Internet private, 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; making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- e. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- f. Signing up a school employee for a pornographic Internet site; or
- g. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

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.

Examples of "Bullying" may also 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 race, gender, ethnicity or 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 based on 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.

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 principal. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

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

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

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus.

Parents, legal guardians, persons having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually. (A.C.A. § 6-18-514, A.C.A. § 5-71-217)

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

## **U. Sexual Harassment**

The Lonoke 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; or
  - b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual; 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
    - c. Constitutes:
      - d. Sexual assault;
      - e. Dating violence
      - f. Domestic violence; or
      - g. Stalking.

**"Supportive measures"** means individualized services that are offered to the complainant or 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 as to sexual activity or performance;
- Circulating or showing emails or Web sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to 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 both the complainant and 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 the individualized supportive measures to the complainant unless declined in writing by the complainant and shall provide individualized supportive measures that are non-disciplinary and non-punitive to the respondent. A complainant who initially declined the District's offer of supportive measures may request supportive measures at a later time and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

### **Formal Complaint**

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

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;

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

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<sup>5</sup> for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

### **Confidentiality**

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

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

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

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

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

### **Emergency Removal**

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

### **Retaliation Prohibited**

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

### **Disciplinary Sanctions**

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

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

### **Records**

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

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

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

**401 W Holly St.  
Lonoke, AR 72086  
Phone: (501) 676-2042  
Email: [melissa.edwards@lonokeschools.org](mailto:melissa.edwards@lonokeschools.org)**

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.

## **V. Student Records – Notice of Privacy Rights**

Except when a court order regarding a student has been presented to the District to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty- five (45) days 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; or, 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 Pupil Identification Information (PII) to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent (or the student if the student is over eighteen (18)).

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

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

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

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

For purposes of this policy, the Lonoke School District does not distinguish between a custodial and noncustodial parent, or a non-parent, such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the District to the contrary, the

fact of a person's status as a parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

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

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his/her designee.

A parent/guardian shall be allowed to review their child's record in the presence of a school official but not released to make copies.

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) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

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

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

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

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

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

## **W. Due Process/Grievance**

Students have the right to be immediately informed of alleged violations of standards of behavior as established by Board policy and/or school regulations, and to be informed of appeal procedures. Students have the responsibility to know and obey school rules, to express grievances in a polite and hospitable manner, and to give parents correct information concerning misconduct. Principals and teachers have the responsibility to follow Board-established procedures in disciplinary actions against students. Principals are responsible for notifying and conferring with parents and students in cases involving suspension and expulsion recommendations. Parents have the responsibility to call principals for conferences when needed, and to arrange with proper school authorities for desired student hearings.

## **X. Parent/Student Process for Complaints/Appeals**

If a student and/or the parent of the student involved in a disciplinary ruling wishes to contest a disciplinary ruling or a condition or circumstance imposed by a teacher or school administrator, the procedure, which follows, should be used by the person filing the complaint. All complaints must be submitted in writing.

1. The complaint must be directed to the person who originally took the action upon which the complaint is based. The person shall reconsider his action and give his decision to the complainant.
2. If the complainant is not satisfied with the decision, the complaint must be directed to the immediate superior of the person who took the original action. If the complaint is directed to a teacher, the immediate superior would be the building principal. If the complaint is directed to a principal and involves an academic problem, the immediate superior would be the Assistant Superintendent. If the problem involves a disciplinary action, the principal's immediate superior would be the Assistant Superintendent.

The superior or his designee shall review the original action, which was taken, and render a decision or suggest a solution, which might be mutually satisfactory to all parties.

If either party is not satisfied with the decision of the superior, the complaint may be directed to the Superintendent.

3. The Board of Education delegates to the Superintendent the authority to review the complaint and issue a decision regarding the complaint. In regard to suspension and due process, the decision of the Superintendent will be final.

**Note:** Only the Board of Education may expel a student from school on concurrence of the Superintendent with the principal's recommendation and only through due process proceedings. (See Expulsion) The Board of Education may expel a student for the remainder of the semester or for the remainder of the school year.

## SECTION VI: HEALTH SERVICES GUIDELINES

### School Nurse

The school nurse, a licensed nurse engaging in school nursing activities, provides valuable medical care to students, thereby improving the students' health and school attendance. The school nurse provides care for injuries and acute illnesses for all students, faculty, and staff and long-term management of students with special healthcare needs. Care may include first aid, administering medications, treatments, and performing health assessments and screenings, as well as special procedures ordered by a child's doctor.

The nurse also serves as the healthcare coordinator for each school and frequently collaborates with primary care and/or specialty providers, hospitals, community health providers, and parents/guardians to develop care plans for all students who have special healthcare needs. Parents/guardians should contact the school nurse regarding any medical needs, concerns, and/or changes in the student's health.

### A. K-12 Immunization Requirements

The requirements for entry into school are: Kindergarten: At least four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), or Diphtheria/Tetanus (DT pediatric) vaccine; at least four doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; three doses of Hepatitis B vaccine; one dose of Hepatitis A; and two doses of Varicella (chickenpox) vaccine. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted (See Table II). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

\*\*\*First grade through Twelfth grade: At least three or four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), Diphtheria/Tetanus (DT- pediatric), Tetanus/Diphtheria (Td-adult) or Tetanus/Diphtheria/Acellular Pertussis (Tdap) and one dose of Tdap for ages 10 years (as of September 1st each year) and older or 3 doses for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination); at least four doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; two or three doses of Hepatitis B vaccine; two doses of Hepatitis A for First Grade; two doses of varicella vaccine; and one or two doses of Meningococcal vaccine with one dose for 7th grade and a second dose of Meningococcal vaccine at age 16 years (as of September 1st each year).

However, if the first dose of Meningococcal vaccine is administered at age 16 years or older, no second dose is required; or if not vaccinated prior to age 16 years, one dose is required. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. (See Table II). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

\*\*\*Seventh grade: In addition to the vaccine requirements listed under 1st through 12th grade, one dose of Meningococcal vaccine.

Every child must have received all of the vaccines, be in-process of receiving needed doses listed in Table II, show proof that they have a letter from the Arkansas Department of Health approving serology as proof of immunity, or applied for an exemption for those vaccines he/she has not received in order to continue attendance in a public or private school. If the child does not meet the immunization requirements for entering a public or private school, refer the child to a medical authority (private doctor or health department) for immunization or consultation.

1 <sup>st</sup> - 12 <sup>th</sup> GRADE VACCINATIONS	
VACCINE	VACCINE REQUIREMENTS
Diphtheria, Tetanus, Pertussis (DTP/DT/Td/DTaP/Tdap)	4 doses (with 1 dose on or after 4th birthday) AND 1 dose of Tdap for ages 10 years (as of September 1st each year) and older OR 3 doses***** for unvaccinated persons 7 years 1 dose if not vaccinated prior to age 16 years of age or old (including persons who cannot document prior vaccination)
Polio (OPV – Oral or IPV Inactivated)	4 doses (with 1 dose on or after 4th birthday with a minimum interval of 6 months between the 3rd and 4th dose)
MMR (Measles, Mumps, and Rubella)	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)
Hepatitis B	2** or 3*** doses (11-15 year olds could be on a 2- dose schedule)
Meningococcal (MCV4)	Second dose at age 16 years (as of September 1st each year) <b>OR</b> If first dose is administered at age 16 years or older, no second dose required. <b>OR</b> 1 dose if not vaccinated prior to age 16 years
Varicella	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1) <b>OR</b> *****A medical professional history of disease may be accepted in lieu of receiving a vaccine.
Hepatitis A	1st Grade Only: 2 doses with one dose on or after 1st birthday and at least 6 months from the first dose.

7 <sup>TH</sup> GRADE VACCINATIONS	
VACCINE	VACCINE REQUIREMENTS
Diphtheria, Tetanus, Pertussis (DTP/DT/Td/DTaP/ Tdap)	4 doses (with 1 dose on or after 4th birthday) <b>AND</b> 1 dose of Tdap**** <b>OR</b> 3 doses ***** for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination)
Polio (OPV – Oral or IPV Inactivated)	4 doses (with 1 dose on or after 4th birthday with a minimum interval of 6 months between the 3rd and 4th dose)
MMR (Measles, Mumps, and Rubella)	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)
Hepatitis B	2** or 3*** doses (11-15 year olds could be on a 2- dose schedule)
Meningococcal (MCV4)	1 dose
Varicella	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1) <b>OR</b> *****A medical professional history of disease may be accepted in lieu of receiving a vaccine.
Hepatitis A	None

\*Doses of vaccine required for school entry may be less than the number of doses required for age- appropriate immunizations.

\*\*An alternative two-dose hepatitis B schedule for 11-15 year-old children may be substituted for the three-dose schedule. Only a FDA-approved alternative regimen vaccine for the two-dose series may be used to meet this requirement. If you are unsure if a particular child's two-dose schedule is acceptable, please contact the Immunization Section for assistance at 501-661-2169.

\*\*\* 3rd dose of hepatitis B should be given at least 8 weeks after the 2nd dose, at least 16 weeks after the 1st dose, and it should not be administered before the child is 24 weeks (168 days) of age. (All 3rd doses of hepatitis B vaccine given earlier than 6 months of age before 6/21/96 are valid doses and should be counted as valid until 6/21/2014.)

\*\*\*\* Tdap vaccine can be administered regardless of the interval since the last tetanus and diphtheria toxoid-containing vaccine.

\*\*\*\*\* Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

\*\*\*\*\*A medical professional is a medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA). No self or parental history of disease will be accepted.

\*\*\*\*\* For unvaccinated persons 7 years of age and older (including persons who cannot document prior vaccination), the primary series is 3 doses. The first two doses should be separated by at least 4 weeks, and the third dose at least 6 months after the second. One of these doses (preferably the first) should be administered as Tdap and the remaining two doses administered as Td.

Vaccine doses administered up to 4 days before the minimum interval or minimum age can be counted as valid for doses already administered. Exception: The minimum interval between doses of live vaccines (such as MMR and Varicella) must be 28 days.

If the child does not meet the immunization requirements for entering school, the school shall refer the child to a medical authority (private doctor or health department) for immunization or consultation for when the immunization is due.

A history of varicella disease must be documented by a licensed medical professional. In the event of an outbreak, non-immunized students may be excluded for no fewer than 21 days or even longer.

## **B. Administering Medicine to Students**

School personnel will dispense only oral, nasal and topical medications unless a condition exists for which an exception is made in accordance with the requirements of this policy. 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), will require the written instruction of a practitioner and the written consent of the parent. Any dosage of nonprescription medication other than that listed on the medication's packaging must be authorized in writing by a medical practitioner. 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.

Prescription medication that is prescribed to be given less than three times per day will not be administered at school unless a licensed practitioner orders the medication to be administered at a specific time during the school day. The morning dose of all prescription medications must be administered at home unless the medication is prescribed to be administered after 8:00 a.m.

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. **No loose pills in "baggies", envelopes or taped to a note will be accepted.**

Non-prescription medication from school supplied inventory may only be given, with parental permission, for a total of six doses per semester. If the student has a medical condition that requires more than 6 doses of non-prescription medication the Parent/guardian will need to provide the medication along with an updated and complete consent form. Medicine will be given no more than once during the school day, without a prescriber order. All non-prescription medications must be delivered to the school by the parent/guardian in the original, unopened container. A licensed prescriber order will be required in some cases depending on the circumstances.

**Narcotic pain medications may cause many side effects that hinder a student's ability to learn. Medications, such as but not limited to: hydrocodone, oxycodone, vicodin, Percocet, Tylenol with codeine, etc., will not be administered at school.**

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.

### **Schedule II Medications**

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

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

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

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

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

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

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

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

### **Emergency Administration of Glucagon and Insulin**

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

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

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

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

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

### **Emergency Administration of Epinephrine**

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

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

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

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

### **Emergency Administration of Albuterol**

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician, 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 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 school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other 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. 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.

### **Emergency Administration of Emergency Adrenal Insufficiency Medication**

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an 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 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.

## **C. Communicable Diseases and Parasites**

The Board recognizes that all children have a right to a free, appropriate education. However, the Board reserves the right to remove or exclude any students or staff whose physical condition exposes others during the period of communicability as established by the Arkansas Department of Health (Rules and Regulations Pertaining to Communicable Disease, A.C.A. § 20-7-101 et. seq.)

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

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

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

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

If a student or staff member has presented with evidence of a serious infectious disease (such as but not limited to Hepatitis B or C, or Acquired Immune Deficiency Syndrome [AIDS]), the Superintendent will establish an advisory committee to review the medical information and make appropriate recommendations. Department of Health guidelines will be followed as occurs with all communicable diseases.

#### **D. Head Lice**

Because of the highly contagious nature of head lice among students, the following steps will be followed by the school nurse or administrators upon discovery of head lice or nits (eggs).

When head lice is suspected, the school nurse or designee will discreetly check any student suspected of having lice. If a student is found with active head lice and/or nits, the parent/guardian will be notified to pick the child up from school and information regarding treatment for head lice will be sent home with the student. The student must be properly treated with an approved pediculicide such as Rid® or Nix®, or the generic equivalent. The student will be excluded from school until appropriate proof is provided that the student has been adequately treated and no live bugs/nits are present. The student will not be excluded from school because of nits in the hair after treatment has been administered **unless the amount of nits are considered to be excessive**. Decisions concerning head lice will be made by the school nurse or designee. A parent should accompany the students to school to be readmitted after a determination of head lice has been made. The student will not be allowed on the school bus until the parent/guardian has received clearance from the school nurse or designee.

One (1) day excused absence will be allowed for the treatment of head lice. Any days afterwards will be considered unexcused absences. After more than two occurrences of head lice, or after ten (10) days unexcused absences due to lice/nits, a referral may be made to the local Department of Human Services.

The American Academy of Pediatric Physicians does not recommend conducting routine screening of the entire school population, not any school wide notification when a student has head lice. Therefore, the District does not recommend school wide screenings/notifications. However, each school may conduct screenings of students for head lice as needed. The screenings shall be conducted in a manner that respects the confidentiality of each student.

#### **E. Flu Shot Clinics**

In conjunction with the Lonoke County Health Unit, and according to the guideline set forth by the state of Arkansas, flu shot clinics are offered through our drive thru clinic annually in October. This is on a voluntary basis and written parental permission is required to take part in this clinic. Please contact the appropriate school nurse with any questions.

## **F. Student Illness/Accident**

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

## **G. Acute/Chronic Illness**

### **Acute Illness**

If the school nurse determines that a student is too ill to remain in class and/or could be contagious to other students, the school nurse or designee will notify the student's parent or legal guardian or emergency contact. The student will remain in the school's health room or a place where he/she can be supervised until the parent/legal guardian can check the student out of school.

**The following criteria will be used as a guide before notifying parents. Additionally, the following criteria should be used at home and a child exhibiting the following symptoms should be kept home. Sick children should not be sent to school.**

- A temperature of 100.4 degrees or above;
- Diarrhea and/or vomiting;
- Rash of an unknown origin;
- Symptoms of contagious conjunctivitis;
- Symptoms of contagious diseases;
- Serious injuries;
- Symptoms of head lice; or
- Symptoms that the teacher, principal and/or school nurse deem as a possible health or safety risk to the student and/or to the other students in school.

Students should be symptom free for 24 hours **without requiring medication** for fever, vomiting, diarrhea, or other symptoms prior to returning to school. A doctor's note and/or proof of treatment may be required in order for a student to return to school after an acute illness.

If a student is sent home from school with fever, vomiting, diarrhea, rash, or any other symptom that is suspected to be contagious, he/she should not return to school the next day. A child should be free from any signs or symptoms, including fever, that are believed to be contagious for twenty-four (24) hours, without medication, before returning to school.

### **Chronic Illness**

There are occasions where a student may have a chronic condition that requires the student to miss school more than is allowed under the attendance policy. Contact your school nurse if your student has a diagnosis of Asthma, Diabetes, Seizures, Anaphylaxis, or any other medically diagnosed chronic health condition. If such a condition exists, the parents/guardians, the physician and the school may work together to develop an Individual Health Care Plan that addresses the illness and modifies the attendance policy.

Special arrangements must be made with the school nurse concerning medically ordered procedures for children. It will be necessary for the school, the parents and the physician to work together to develop a plan for the care of any student requiring medically ordered procedures for children with disabilities or specific medical needs.

Please contact your appropriate school nurse with any questions or concerns regarding chronic illness.

## **H. Physical Examinations/Screenings**

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

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

A student may be required to pass a physical exam before being allowed to participate in certain extracurricular activities to help ensure they are physically capable of withstanding the rigors of the activity. It is understood that students who refuse to take such an exam will not be allowed to participate in the desired activity.

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

## **I. Wellness Policy**

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

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

### **Wellness Committee**

To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way to ensure age-appropriate recommendations are made that correlate to the District's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference. The overarching goal of the committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, 10, and 11 of the Centers For Disease Control' (CDC) School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in the school district's support plan\_(SDSP), provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the SDSP.

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

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

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

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

### **School Health Coordinator**

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

### **Goals**

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

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

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

The District will insure that drinking water is available without charge to all students throughout the school including, but not limited to, in the District's food service areas. The District will compile a list of Smart Snacks to be published on each campus.

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

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

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

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

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

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

### **Advertising**

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

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

### **Breast Feeding**

In addition to providing age-appropriate education for students regarding the nutritional benefits of breastmilk and breastfeeding practices, the District shall provide support and space in the District's school facilities for District employees, students, and volunteers who are breastfeeding mothers. The space provided shall be a private, secure, and sanitary room or other location, other than a toilet stall, where an employee, student, or volunteer can express breast milk. Break time shall be provided for an employee, student, or volunteer to express breast milk and, to the extent possible, shall run concurrently with existing break times.

### **Community Engagement**

The District will work with the SNPAAC to:

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

The District will annually inform the public:

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

### **Assessment of District's Wellness Policy**

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

- The extent to which District schools are in compliance with this policy;
- The extent to which this policy compares to other model local school wellness policies;
- The annual reviews of this policy based on modules 1, 2, 3, 4, 10, and 11 of the CDC's School Health Index; and
- A description of the progress made in attaining the goals of this policy.

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

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

### **District Website**

The District will place on its website:

- The name, District phone number, and District email address for the District Level School Health Coordinator;
- The names, district phone numbers, and district email addresses for the School Level School Health Coordinators;
- The names of the members of the SNPAAC;
- Meeting dates for the SNPAAC;
- Information on how community members may get involved with the SNPAAC;
- A copy of this policy;
- A copy of the annual review of this policy based on modules 1, 2, 3, 4, 10, and 11 of the CDC's School Health Index; and
- A copy of the most recent three (3) year assessment of this policy.

## SECTION VII: ACADEMIC INFORMATION

### A. Envision

Envision classrooms will be located at the Lonoke High School campus. There are limited positions available for these classrooms. Students who have not registered for Envision will be placed in a traditional classroom.

- Once students are placed in an Envision classroom, they cannot be moved to a traditional classroom until semester.
- Students who are in a traditional classroom cannot be moved to an Envision classroom until the end semester and if space is available.
- In the event we are not complete with Envision classrooms for the following year, students who were in Envision classrooms this year will be given first choice to stay in the Envision classroom.

### Middle School

Math and literacy for 7<sup>th</sup> grade will be offered to a limited number of students through the *OnFire* platform of our Envision program. Math, literacy, science, and social studies will be offered to a limited number of 8<sup>th</sup> grade students through the *OnFire* platform. The Envision program allows students opportunities to have some control over pace through the specified courses, and the expectations include students completing an identified percentage of work by a designated date.

### B. Grading Assessment System

The Board directs that letter grades be used to measure and report academic progress for grades 6-12. Secondary grades will be reported by computer printout. Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given as prescribed by Standard VII 12.02 of the —Rules Governing Standards for Accreditation of Arkansas Public Schools and School DistrictsII (2009).

### Lonoke Primary School

Students are graded according to the level of difficulty on which they are working. Parents should not expect their child to be working at the same level as someone else's child, especially in the area of reading. Each child progresses according to his/her own individual growth. Parents should refrain from comparing their children.

Grades are to reflect performance of academic objectives. This means conduct and attendance cannot be part of the grades.

- 4 - Exceeding Standards
- 3 - Ready
- 2 - Close
- 1 - In Need of Support

The Superintendent is directed to provide guidelines to be used by teachers in reporting grades in LES, LMS, and LHS. These guidelines will include values for regular course work as well as for advanced placement courses.

1. The responsibility for arriving at term grades rests with the individual teacher, but the procedures for arriving at the grade will be fully explained to students and parents and conform to the following percentage scale:

#### LES, LMS & LHS

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

2. For purposes of conversion of grade points into letter grades, quality points will be rounded to the nearest whole number.
3. The grades of a child in foster care shall not be lowered due to an absence from school due to:
  - A change in the child's school enrollment;
  - The child's attendance at a dependency-neglect court proceeding; or
  - The child's attendance at court-ordered counseling or treatment.

To pass a course a student must have the arithmetic mean using the following formula that results in a 60% or above in order to pass a semester/class.

In regular courses student grade points are based on the numerical value of grades as follows:

A = 4.0  
B = 3.0  
C = 2.0  
D = 1.0  
F = 0

Students will be assessed using nine-week tests at the end of each grading period as opposed to semester exams.

## High School

1. To pass a course a student must have a cumulative grade of 60% or above in order to pass a semester/class.

In regular courses student grade points are based on the numerical value of grades as follows:

A = 4.0  
B = 3.0  
C = 2.0  
D = 1.0  
F = 0

### **Advanced placement, International Baccalaureate, and other ADE Approved Honors Courses**

Awarding of weighted grades for Advanced Placement (AP), International Baccalaureate (IB), and other ADE approved honors courses is contingent upon teacher completion of appropriate training/approval and students completing the corresponding exam. Grades earned in AP courses, the IB Diploma Program and other state approved Honors courses will have the numerical values as follows if the student completes the AP, IB, or other Honors course and appropriate test exam. The course shall be offered by a teacher who meets College Board, International Baccalaureate, and the Arkansas Department of Education licensure guidelines.

A = 5.0  
B = 4.0  
C = 3.0  
D = 2.0  
F = 0

Advanced placement course refers to courses which use a college level syllabus or textbook as the course content and which are intended to prepare students to take an Advanced Placement test offered by the College Board.

## **C. Report Cards/Progress Reports**

The Board believes that student performance is a joint responsibility of the school and the home and that students are best served when there is open and frequent communication between the two. Personal communication between the teacher and parent may be through grade reports, parent-teacher conference, telephone conference, home visit, and

notes of commendation or suggestion for improvement. All teachers will be encouraged to use these and similar means for communication.

Interim reports will be sent to parents of all students at the end of the fifth week of each nine-week period. Regularly scheduled parent-teacher conferences are held each first (1) and third (3) nine weeks. Each nine weeks a report of progress (report card) is sent home with each student for his/her parents to review. Any parent desiring another form of notification may make arrangements with the principal. Parents are welcome to visit the school by appointment for a conference with appropriate school personnel.

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

## **D. Promotion and Retention of Students**

The Lonoke School District requires standard levels of achievement for students at each grade level as a prerequisite for promotion to the next grade level. A disservice is done to students through social promotion and is prohibited by State Law (A.C.A. 6-15-2005). The Right to Read Act (A.C.A. 6-17-429) outlines the requirements for K-3 students-and includes the mandate that beginning in the 2025–26 school year, 3rd graders who don't meet the state's reading standard (set by the State Board) must be retained unless they receive a "good-cause" exemption.

### **Primary School**

Kindergarten-2nd Grade: Students must meet standards based promotion criteria.

Lonoke Primary Grading Scale: 4 - Exceeding Standards - meets standards

3 - Ready - meets standards

2 - Close

1 - In Need of Support

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

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

During this conference, various factors will be taken into consideration. Those factors are: student performance in the classroom, student attendance, student assessments, student programming, etc. 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.

### **Elementary School**

Students must pass at least one (1) semester of each core class. Core classes are: Reading, Language/Writing, and Mathematics.

### **Middle School**

- Students must obtain at least 2.5 units each semester for a year's total of five (5 units) from the four (4) core classes in order to be promoted to the next grade. The units obtained must include the following:
  - .5 of Literacy/Language Arts
  - .5 of Social Studies
  - .5 of Math or Advanced Math
  - .5 of Science

At the middle school level, it is expected for a student to progress annually from grade to grade. A student that has not passed both semesters of language arts and math, and does not have two or more passing semester grades in either science and/or social studies shall be referred to the retention committee. However, if in the judgment of the

professional staff, a student is at risk of not reaching proficiency in sufficient basic skills to be potentially successful at the next grade level, the local school retention committee will be convened. This committee will look at all the available data and determine the grade placement that is in the best educational interest of the student. Data examined will include but not be limited to: teacher recommendation, medical history, grades, work samples, prior educational history, age and attendance. The committee decision will be explained by the principal and teacher to parents of the students. A modification plan, attached to the Student Academic Improvement Plan, will be created for each retained student that is reviewed by the retention committee.

The school shall, at a minimum, evaluate each student annually in an effort to help students who are not performing at grade level. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades and sent home to each parent/guardian or the student if eighteen (18) or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

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:

### **High School**

Students graduating in 2011 and after will meet the following requirements: A student in grade (9) must have a minimum of five (5) academic credits at the beginning of the fall semester to be promoted to grade ten (10). A student must have (10) academic credits at the beginning of the fall semester to be promoted to grade eleven (11), and fifteen (15) academic credits at the beginning of the fall semester to be promoted to grade twelve (12).

Students graduating in 2022 and after will meet the following requirements: A student in grade (9) must have a minimum of five and a half (5.5) academic credits at the beginning of the fall semester to be promoted to grade ten (10). A student must have eleven (11) academic credits at the beginning of the fall semester to be promoted to grade eleven (11), and sixteen and a half (16.5) academic credits at the beginning of the fall semester to be promoted to grade twelve (12).

- Students will be classified according to the number of units of credits earned. A student will meet the following requirements: A student in grade nine (9) must have a minimum of five and a half (5.5) academic units of credit at the beginning of the fall semester to be promoted to grade ten (10). A student must have eleven (11) academic units of credit at the beginning of the fall semester to be promoted to grade eleven (11), and sixteen and a half (16.5) academic units of credit at the beginning of the fall semester to be promoted to grade twelve (12).

If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference between the building principal, the student's teacher(s), counselor, a 504/special education representative (if applicable), and the student's parents shall be held before a final decision is made. In order to determine promotion or retention of a student, the school-based committee shall meet at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. Promotion or retention, as discussed by the committee, shall be primarily based on the following criteria:

- a. Academic achievement
- b. School attendance
- c. Achievement test scores
- d. Physical maturity and age
- e. Social and emotional maturity
- f. Teacher recommendation
- g. Medical history
- h. Work samples
- i. Prior educational history

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 principal's designee.

Promotion/retention or graduation of a student with an Individual Educational Plan (IEP) shall be based on the student's successful attainment of the goals as set forth in the IEP.

Regardless of the student having earned passing grades, a student who falls under one of the following categories shall be considered for retention or shall not receive credit for the course associated with the assessment if the student:

- Does not take the State mandated assessment for the student's grade level or course within the time frame specified by the State;
- Takes the State mandated assessment but does not put forth a good faith effort on the assessment as determined by the assessment administrator/proctor.

The Superintendent or designee may waive the provision when the student's failure was due to exceptional or extraordinary circumstances.

If a student does not meet the aforementioned criteria, he/she will be required to attend summer school for the classes in which he/she failed. Summer school class(es) requirement(s)/passing grade(s) must be met in consideration for promotion.

## **E. Credit Recovery Program/Distance Learning**

Lonoke School District's online learning environment provides students in grades nine (9) through twelve (12) an instructional alternative to the traditional in-class setting for credit recovery, blended learning, digital instruction and advancement. The online learning consists of three (3) areas: Credit Recovery, ACT 1280 and Advancement/Envision. Courses that fall under ACT 1280 are blended courses (traditional instruction blended with online instruction). The courses may be held during the school day and free of charge. The courses may require some written and digital assignments done outside of class.

Credit recovery is available to students in grades 9-12 for classes in which the student was unsuccessful. Students can only receive 10 credits through credit recovery. The following are guidelines for participation:

- For admission, students must receive approval from the principal, the enrollment form must be signed by the principal, counselor, the parent, student and teacher of record.
- Seniors receive priority for admission.
- Additional assignments may be required. Offline assignments will be averaged with online course work when determining the grade.
- Credit recovery courses are to be used as a last resort. The school principal may consider exceptions (scheduling conflicts, major credit deficits) with regard to enrollment. Any exceptions must be approved by the principal.

## F. Graduation Requirements (Core Curriculum)

**CORE: Sixteen (16) units**

**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 concurrent credit college courses may be substituted where applicable)
- A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

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

**Science: three (3) units**

- a. DESE approved biology – 1 credit;
- b. DESE approved physical science – 1 credit; and
- c. A third unit that is either:
  - 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**

- a. Civics one-half (½) unit
- b. World history, one (1) unit
- c. American History, one (1) unit
- d. Other social studies – 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.

**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**

**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.

TOTAL GRADUATION REQUIREMENTS FOR LONOKE:

**22 units**

## **G. Smart Core Graduation Requirements (Classes of 2024 & 2025)**

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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

### **Digital Learning Courses**

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

### **Personal and Family Finance**

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

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

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

**Oral Communications: one-half (½) unit**

### **Mathematics: four (4) units**

All students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II:

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

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

3. Algebra II; and
4. The fourth unit may be either:
  - A math unit approved by DESE beyond Algebra II: this can include Pre-Calculus, calculus, AP Statistics, Algebra III, Advanced Topic and Modeling in Mathematics, Mathematical Applications and Algorithms, Linear Systems and Statistic, or any of several IB or Advanced Placement math courses (Comparable concurrent credit college courses may be substituted where applicable); or
  - A computer science flex credit may be taken in the place of a fourth math credit.

### **Natural Science: three (3) units**

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

### **Social Studies: three (3) units**

- a. Civics - one-half (½) unit
- b. World History - one unit
- c. American History - one unit
- d. Other social studies- one-half (1/2) unit

**Economics: one half (1/2) unit**

Depending 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.

**Physical Education: one-half (1/2) unit**

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

**Health and Safety: one-half (1/2) unit**

**Fine Arts: one-half (1/2) unit**

**Career Focus: six (6) units**

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

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

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

**TOTAL GRADUATION REQUIREMENTS FOR LONOKE:**  
**22 units**

**H. Smart Core Graduation Requirements (Class of 2026)**

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

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

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

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this may be accomplished through 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 Smart Core curriculum and graduation requirements;
- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

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

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

### **Graduation Requirements**

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

### **Personal and Family Finance**

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

### **Computer Science**

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

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

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

**Oral Communications: one-half (½) unit**

### **Mathematics: four (4) units**

All students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.

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

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

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

**Natural Science: three (3) units**

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

**Social Studies: three (3) units**

- a. Civics - one-half ( $\frac{1}{2}$ ) unit
- b. World History - one unit
- c. American History - one unit
- d. Other social studies – one-half ( $\frac{1}{2}$ ) Unit

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

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

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

**Economics – one half ( $\frac{1}{2}$ ) unit**

Dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

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

**Career Focus: six (6) units**

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

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

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

**CORE: Sixteen (16) units**

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

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

**Mathematics: four (4) units**

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

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

**Science: three (3) units**

- 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**

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

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

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

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

Dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

**Fine Arts: one-half ( $\frac{1}{2}$ ) unit****Career Focus: Six (6) units**

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

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

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

**I. Smart Core Graduation Requirements (Class of 2027 and thereafter)**

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

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core

curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year. 2 Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process 3 to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

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

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

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

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

### **Graduation Requirements**

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

### **Personal and Family Finance**

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

### **Computer Science**

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

### **Community Service**

Each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers.

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

action, and reflection components. Except as provided by this policy, a student 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; an
- Notice to the public school district board of directors if the student is a major contributor to family income.

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

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

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

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

- 1) Algebra I or Algebra A & B\* which may be taken in grades 7-8 or 8-9;
- 2) Geometry or Geometry A & B\* which may be taken in grades 8-9 or 9-10;  
\*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the graduation requirement, but only serve as one unit each toward fulfilling the Smart Core requirement.
- 3) Algebra II; and
- 4) The fourth unit may be either:
  - A math unit approved by DESE beyond Algebra II; or
  - A computer science flex credit may be taken in the place of a fourth math credit.

**Natural Science:** three (3) units

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

**Social Studies:** three (3) units

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

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

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

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

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

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

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

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

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

**CORE: Sixteen (16) units**

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

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

**Mathematics:** four (4) units

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

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

**Science:** three (3) units

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

**Social Studies:** three (3) units

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

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

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

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

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

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

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

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

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

## **J. Graduation Exercises**

To establish guidelines for determining student eligibility to participate in graduation exercises:

1. Students must complete all graduation requirements that are in effect at the time of graduation to be eligible to participate (walk) and receive their diploma at graduation ceremonies.
2. Students who plan to graduate early (less than eight (8) semesters), must meet all graduation requirements. Requests for early graduation must be filed in the principal's office and be signed by the student's parents/guardians. The student must be enrolled at Lonoke High School during the entire school year. Students planning to participate in graduation exercises must inform the principal by March 1st of that year.
3. Only regalia earned from Lonoke High School program participation may be worn.

## **K. Class Rankings**

For the purposes of designation of honor graduates for college admission information, students will be ranked at the end of the first semester of the graduating year. The number of Advanced Placement (AP) and regular courses a student takes creates a statistical difference (either positive or negative) in grade point average and rank in class. As a first priority, students are encouraged to select AP and regular courses based on their abilities and future plans. Rank in class and grade point average should be of secondary consideration. Questions on this topic should be addressed to the school counselor.

The class rank placed on the student's permanent record card will be the rank achieved at the end of the last semester of the graduating year.

Class rank is to be determined by assigning the highest average a rank of number one (1); the second highest, the rank of number two (2); etc. In cases where more than one student has the same numeral average, all students with that average will be given the same rank. The next highest average will assume the next rank position that will indicate the number of students having a higher rank.

Early graduates will not be considered for valedictorian or salutatorian but will be ranked of honor graduate purposes. Virtual Arkansas may be used to advance through curriculum requirements for early graduation.

### **Valedictorian/Salutatorian**

In order to qualify for valedictorian or salutatorian, students must successfully complete the minimum core of high school courses recommended by the State Board of Higher Education and the State Board of Education. To qualify as an honor graduate students must meet the following criteria:

- Successfully complete the minimum core of high school courses with a minimum cumulative grade point average of 3.5 by the end of the first semester of their senior year;
- Enrolled in Lonoke High School for the last three semesters beginning with the spring semester of his/her junior year; if transferring into the District after the deadline but meets other criteria may be recognized as an honor graduate but will not be ranked.
- Must successfully pass with a least a "C" average, eight (8) PreAP, AP, honors or concurrent credit classes

The student with the highest- class rank will be valedictorian. In instances when more than one student holds the numerical one rank, all students holding the rank will be declared co-valedictorians. Salutatorian: The student with the second highest class rank will be declared salutatorian. In instances when more than one student holds the numerical two rank, all students holding the rank will be declared co-salutatorians.

In computing class rank of students, the following system will be used: Regular Classes: Each grade will be given the indicated value, A=4, B=3, C=2, D=1, F=0. Advanced Placement Classes: Each advanced placement grade will be given the indicated value, A=5, B=4, C=3, D=2, F=0. Students who fail to take the corresponding Advanced Placement Exam will receive the same value as regular classes.

Class Rankings will be determined as follows:

- *Summa Cum Laude* - 3.9 GPA/4 AP or Concurrent classes/ 2 Honors Courses or 4 Concurrent or Pathway Completer
- *Magna Cum Laude* - 3.7 GPA/ 2 Honors/ 2 AP or Concurrent Courses or a Pathway Completer
- *Cum Laude* -3.5 Overall GPA

## **L. The Arkansas Academic Challenge Scholarship Program (ACS)**

The Arkansas Academic Challenge Scholarship Program is a college scholarship plan to promote academic achievement and encourage academically prepared Arkansas high school graduates to enroll in the state's colleges and universities. Students who are initially awarded the Arkansas Academic Challenge Scholarship for the 2014- 2015 or 2015-2016 academic years will be awarded on a graduated schedule. The scholarship is renewable for up to three (3) more years provided the student maintains a cumulative college grade point of 2.5 on a 4.00 scale and complete twenty-seven (27) semester hours the first academic year and thirty (30) semester hours each year thereafter.

The award is based on the applicant meeting minimum standards with regard to the ACT composite-score, attaining a grade point average in the Pre-Collegiate Core Curriculum defined by the Arkansas Higher Education Coordinating Board. For students graduating after December 31, 2009, the applicant must meet one of the following criteria:

1. Graduate from an Arkansas public high school and successfully complete the Smart Core curriculum established by the Arkansas Department of Education; and either
  - a. Achieve at least a 2.5 HIGH SCHOOL GPA; or
  - b. Achieve a minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent.
2. Applicant who has a disability identified under the Individuals with Disabilities Act, 20 U.S.C. § 1400 et seq., as it existed on July 1, 2009 and graduates from an Arkansas public high school but did not complete the Smart Core curriculum because the applicant's individualized education program under § 6-41-217 did not require it, shall achieve at least a 2.5 high school GPA; and either
  - a. Achieve a minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent; or
  - b. Score proficient or higher on all state-mandated end-of- course assessments, including without limitation, end-of- course assessments on: a. Algebra I; b. Geometry; c. Biology; and d. Literacy, beginning with the 2013- 2014 school year.
3. Achieve a minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent; and
  - a. Graduate from a private high school, an out-of-state high school, or a homeschool high school; or
  - b. In the year in which the student would have been a junior or senior in high school, completed the requirements for high school graduation and obtained a General Educational Development certificate instead of receiving a diploma. Applications are available online at [www.adhe.edu](http://www.adhe.edu).

## **M. Concurrent Credit**

A student who successfully completes a college course(s) from an institution approved by the Department of Elementary and Secondary Education shall be given credit toward high school grades and graduation at the rate of one high school credit for each three semester hours of college credit.

In order to enroll in a concurrent credit course, a student must meet course requirements in reading and in the area in which he/she is attempting to take a concurrent credit course, prior to the beginning of the semester that the course is taken.

Students are responsible for having the transcript from the institution of higher education for the concurrent credit course(s) sent to the high school counselors in order to receive credit for the course(s). The transcripts should be received by the end of the collegiate semester. Students may not receive credit for the course(s) or the credit may be delayed if the transcripts are not received on time or at all which may jeopardize a student's eligibility for extracurricular activities or graduation.

A student transferring to Lonoke High School shall retain credit applied toward a course(s) required for high school graduation from a previously attended, accredited public school.

Any and all costs of higher education courses taken for concurrent credit are the student's/parent's responsibility. Students who sign up for concurrent credit course(s) must pay the registration fee by the due date set by the institution of higher education. Students who do not pay will be dropped from the course(s) and placed in a regular class.

## **N. Community Service Hours**

All Arkansas High School students are encouraged to volunteer and participate in community service projects. Students who can show documentation of seventy-five hours of community service will receive a special seal on their diplomas recognizing their commitment to community service. All hours must be earned outside of the school day except with administrator approval. Donations, such as canned food drives, are limited to twenty (20) percent of the total community service hours earned.

## **O. Honor Roll**

### **Lonoke Middle School**

Academic excellence is recognized by the use of honor roll. To be recognized on the "A" Honor Roll, a student must have all A's for the first three (3) nine-week grading periods. To be recognized on Honor Roll, a student must have a no grade below a "B" for the first three (3) nine-week grading periods. To be recognized on the Merit Roll, a student must have no grade less than a "C" for the first three (3) nine-week grading periods.

### **Lonoke High School**

To be named to the Honor Roll, a student must earn all A's in all classes for the first three (3) nine weeks and have no grade below an "A" in any class. To be named to the Merit List, a student must earn A's and/or B's in all classes for the first three (3) nine weeks and have no grade below a "B" in any class.

Honor Roll is not affiliated with National Honor Society or Honor Graduate status. They are three separate honor designations with different requirements in order to receive the designation.

**Any parent/guardian or student who does not wish to have the student identified as an honor student or listed on the honor roll shall submit a written request to the school principal.**

## **P. Grade 8: Algebra I Criteria**

Students will automatically be scheduled in Grade 8, Algebra I if they meet the following criteria:

- ATLAS data reflects an exceeding score for the previous two school years
- Score 90% or above in previous year's math course
- Teacher recommendation

If a student does not meet the aforementioned criteria and the parent desires for their child to be scheduled in Algebra I, the request must be made in writing to the principal. A meeting will be scheduled with the math team, parents and administration to determine placement.

Students scheduled in Grade 8 Algebra I will receive a high school math credit upon successful completion of the course. Students must maintain a 'C' average to remain in this course.

Students taking this course are required to take the End-of-Course Algebra I assessment.

## **Q. Schedule Changes/Dropping Courses**

The pre-registration process is designed to provide students with sufficient opportunity to carefully select courses/electives offered.

Counselors are available during the process to assist students and provide guidance along the way. Students are encouraged to review schedules immediately upon receipt to check for major errors. If errors are found, school procedures should be followed to notify administrators or counselors. Administrators and counselors will try to find all such errors after the first two (2) weeks of each semester.

### **High School**

All schedule changes should be initiated in the counselor's office but must be approved by the principal in order to maintain class balance. Except in extreme cases, no changes will be made in a student's schedule after the first week of each semester. Emergency situations will be considered at any time if discussed with the counselor and the principal. Any student dropping a course after the first two weeks of the semester will receive an "F" for the course for that semester. Extenuating circumstances will be addressed as needed, if deemed necessary by Administration.

Students requesting to drop a PreAP, AP or Concurrent credit class must complete the PreAP, AP or ConCurrent Drop form located on the Counselor's website. The form must be signed by their parent/guardian and teacher and returned to the counselor's office.

### **Middle School**

A schedule change request for elective classes may be submitted to the principal through the first two (2) weeks of each semester. A request form must be completed and signed by a parent/guardian for consideration. Emergency situations will be considered at any time through administration.

## **R. College Day**

Juniors will be permitted to schedule two days and seniors will be permitted to schedule three days per academic year to visit a college of interest. It is the student's responsibility to complete the pre-approved form and ensure the form is signed by all of his/her teachers. The student shall submit the signed form to a building administrator at least one day prior to the scheduled visit.

College days will be considered school approved absences. To be counted as a college day, the student must submit documentation of the visit upon return. Students may meet with the principal to request an additional college day.

## **SECTION VIII: DISCIPLINING STUDENTS WITH IDEA DISABILITIES**

### **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

#### **A. Summary and Background**

The Individuals with Disabilities Education Act (IDEA) Amendments of 2004, provides children identified as having disabilities with special due process procedural safeguards relative to long-term removal from school (suspension, expulsion, etc.). While IDEA is clear that children with disabilities are not immune from disciplinary procedures, neither are those procedures identical to those children without disabilities. The guidelines governing disciplinary actions for children with disabilities are outlined in the remainder of this section.

#### **B. Who Is Affected, and What Are the Rules?**

The children primarily affected are those who have been identified as having a disability under IDEA that has an "adverse effect on educational performance" exists. This information will be contained in the child's due process file and on the annual report of all special education children to the Arkansas Department of Education. In addition children who are being considered for the referral of special education services, or children who may be suspected of being a child with a disability fall into the category of "children suspected of having disabilities but are not yet identified." Thus, the same procedural safeguards should be afforded for these children.

##### **1. Rule for Removal from Educational Services (Suspensions) for Ten (10) Days or Less.**

IDEA students may be removed (suspended) from educational services for a total of ten (10) days or less throughout the course of the school year without the provisions of procedural safeguards having to be utilized. Therefore, due process notice is not required as ten (10) days is not considered to be a change in placement under IDEA and a Manifestation Determination Review does not have to be conducted unless the removal from services is not more than ten (10) days.

However, should children display patterns of behavior problems that warrant repeated removal from services school officials are advised to collect data on the behavior displayed and conduct a Functional Behavioral Assessment (FBA). The purpose of an FBA is to assist the multi-disciplinary team in determining the antecedent to the displayed behavior, the actual behavior and the consequence (or negative reinforcement) as a result of the behavior. The FBA serves as the basis of data for developing an appropriate Behavior Intervention Plan (BIP). The purpose of the BIP is to replace negative behavior with positive desired behavior.

##### **2. Rule for Exceeding Ten (10) Days of Removal from Educational Services (Suspension or Expulsion).**

Prior to students with disabilities being removed from educational services for more than ten (10) days annually, due process procedures are to be strictly followed. The eleventh (11) day of removal from services for disciplinary reasons constitutes a change of placement and due process procedural safeguards are to be invoked. **REFER TO SECTION C (IDEA Disciplinary Procedures - Change in Placement Procedures).**

##### **3. Rule for 45-Day Exclusion Involving Weapons, Drugs or Serious Bodily Injury.**

IDEA students who bring weapons or drugs to or cause serious bodily injury to another student at school or at a school function may be placed in an interim alternative educational setting for up to forty-five (45) school days. An interim alternative placement must be decided by the IEP team in accordance with due process requirements. In order for the team to meet, the school has the option of removing the student from the school, using other in-school discipline or suspension up to ten (10) school days. Refer to IDEA change in placement procedures.

Compliance with GFSA (Gun-Free School Acts) for students with disabilities under IDEA will be with the provision of an alternative educational placement – as a disciplinary measure.

### C. IDEA Disciplinary Procedures (Change in Placement Procedures)

A removal from school (suspension) of more than ten (10) days or exclusion from school is considered to be a change in placement. Before any change in placement can be implemented, the school must conduct a conference with appropriate committee members, including the parents. The following guidelines must be followed:

1. Notify the parents in writing, in their native tongue and language they can understand, of a Manifestation Determination Review Conference.
2. The conference must be conducted prior to the eleventh (11) day of removal which includes the parents, teachers, therapists, evaluators, students (if appropriate) and anyone else closely involved with or knowledgeable of the student's placement or education.
3. Use all available school and evaluation data, along with input from committee members, when conducting the Manifestation Determination Review. The committee is responsible for the following:
  - a. conduct a functional analysis of behavior or review the one previously completed.
  - b. develop a behavior plan or review/revise the current behavior plan.
  - c. conduct a manifestation determination review.
  - d. determine the interim/alternative placement, if necessary.

Thus, exclusion or suspension of more than ten (10) days cannot be imposed as a disciplinary action without an investigation and documentation of the appropriateness of both the program and placement. The investigation/review has all evaluation and due process requirements; therefore, there could be a potential delay in recommending exclusion – even with the provision of an alternative educational placement – as a disciplinary measure.

4. Indicate the decision of the Manifestation Determination Review Committee relative to the following:
  - a. The purpose of the Manifestation Determination Review is to systematically review if the student's current Individual Education Program (IEP) (this includes a Behavior Intervention Plan (BIP) should one exist) and to determine if a relationship exists between the specific act of misconduct and the student's disability. If the IEP and/or BIP has not been followed the child returns to his current placement except in cases involving drugs, weapons or serious bodily injury.
  - b. If the behavior **is related** to the disability, the student cannot be excluded from school or suspended for more than ten (10) days as a disciplinary action except in cases involving drugs, weapons or serious bodily injury. However, an alternative educational placement can be recommended by the committee as long as the student is provided education services to allow for progression in the general curriculum and toward achievement of IEP goals and/or objectives. Schools are advised to obtain parental consent prior to implementing a recommended change in placement. If parental consent cannot be obtained, due process for notification of change in placement is required.
  - c. If the committee determines the behavior **is not related** to the disability, it must be documented by the committee. Following such determination, the administration can then recommend disciplinary action through regular administrative procedures. The student can still be removed from services from school consistent with disciplinary actions issued to non-disabled students. However, the student must still be provided some type of services to allow for progression in the general curriculum and toward the achievement of IEP goals and/or objectives.
5. If the parent **agrees** with the recommended change in placement the decision can be implemented.
6. If the parent **disagrees** with the manifestation determination or recommended change in placement, the parent may file a written request for an expedited due process hearing.
  - a. "Stay put" for the student during the hearing process is the current educational placement.

EXCEPTION: For disciplinary infractions involving weapons/drugs or serious bodily injury, the 45-day rule for interim alternative placement applies. If the parent disagrees with the 45-day interim placement, or manifestation determination, the parent may initiate a hearing. In this case, —stay put is the student's 45-day interim placement.

7. Minimally IDEA requires that the parent must be provided a copy of "Your Rights Under IDEA" on an annual basis. However, in situations where placement is an issue, parents should be provided an additional copy of rights including the right to disagree with any conference decision or recommendation of the school. Should parents request to file for a due process hearing with the State Education Agency it is the responsibility of the District to provide appropriate documentation of the hearing process.

NOTE: These procedures are subject to immediate revision and/or interpretation when federal/state regulations are finalized.

## **SECTION IX: DISCIPLINING STUDENTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973**

### **A. Summary and Background**

The Rehabilitation Act of 1973 governs the District's obligations to provide FAPE (Free Appropriate Public Education) and reasonable accommodations to students with disabilities as defined in Section 504. Section 504 is a civil rights law that prohibits discrimination and guarantees protection for students with disabilities. The Americans with Disabilities Act of 1990 (ADA), including changes made by the ADA Amendments Act of 2008 extends Section 504's prohibition of discrimination on the basis of disability to all school or District activities. In disciplinary situations, due process is required. Purposes of Section 504 include:

1. School Districts receiving federal financial assistance must guarantee students their civil rights and are prohibited from discrimination of students on the basis of their disability.
2. Assurance that the states will provide all students with disabilities with a —free appropriate public education (FAPE).
3. Due process for the parents of students with disabilities, prior to any change in placement or program.

### **B. Who Is Affected, and What Are the Rules?**

Students who have been formally identified as disabled under Section 504 *prior* to the disciplinary infraction are subject to due process rights and procedures. A student's permanent file will indicate whether he/she has been identified as a student with a disability according to 504. Such students will have written documentation of 504 eligibility in their file

#### **1. Rule for Suspensions of Ten (10) Days or Less**

Special due process notice is not required for suspensions of ten (10) days or less. They are not considered a change in placement. Students with disabilities may be suspended from school for ten (10) days or less. Suspensions of ten (10) days or less do not require that a determination be made regarding the relationship between the misconduct and disability or placement.

However, if 504 students have patterns of behavioral problems that warrant repeated suspensions, schools are advised to conduct a 504 discipline review conference to review the student's program to make a determination as to the need for a behavior management plan or other accommodations that may address current or prevent future misconduct.

#### **2. Rule for Exceeding Ten (10) Days of Suspension or Expulsion**

Section 504 students whose behavior is related to their disability may not be suspended for more than ten (10) days or excluded from school as a disciplinary action without following all due process and procedural safeguards. Such suspension or exclusion constitutes a change in placement. (See change in placement procedure)

- a. If the behavior is related to the 504 disability, educational services (FAPE) must be provided
- b. If the behavior is not related to the 504 disability, no educational services must be provided.

**3. Rule for Suspension for Weapons/Drugs.**

Section 504 students who bring weapons/drugs to school may be subject to regular disciplinary actions. However, prior to the disciplinary action the school has the option of removing the student from school using other in-school discipline or suspending the student for up to ten (10) school days. Within the ten (10) days, a 504 discipline review conference must be held in accordance with due process procedures. The 504 committee must conduct a manifestation determination to determine the causal relationship between the misconduct and the disability. (See change in placement procedure)

- a. If the behavior is related to the 504 disability, educational services (FAPE) must be provided.
- b. If the behavior is not related to the disability, no educational services must be provided.

**C. Section 504 Disciplinary Process (Change in Placement Procedures)**

A suspension of more than ten (10) days or exclusion from school is a change in placement. Before any change in placement can be implemented, the school must:

1. Notify the parents in writing, in their native tongue and language they can understand, of a Section 504 discipline review conference.
2. Conduct a meeting with the parents, teachers, therapists, evaluators, student (if appropriate) and anyone else closely involved with or knowledgeable of the student's placement or education.
3. Use all available school and evaluation data, along with input from committee members, when conducting the Section 504 team review. Disruptive behavior due to a disability may be evidence that the student's program is inappropriate. Thus, exclusion or suspension of more than ten (10) days cannot be imposed as a disciplinary action without an investigation and documentation of the appropriateness of both the program and placement. The investigation/review has all evaluation and due process requirements. A behavior management plan should be included in the accommodation plan for students who exhibit serious or chronic misconduct.
4. Complete the Section 504 worksheet to make a manifestation determination. Based on the manifestation review the committee will determine:
  - a. If the behavior is *related* to the disability, the exclusion of the student for more than ten (10) days requires the provision of FAPE (Free Appropriate Public Education). An alternative educational placement can be recommended by the committee and implemented by the District. The parent will be informed of the recommended change of placement.
  - b. If the behavior is *not related* to the disability, the student may be excluded from school and no educational services provided. The administration recommends disciplinary action through regular administrative procedures.
5. If the parent disagrees with the relationship between behavior and disability they may file a written request for a hearing, grievance or complaint. However, the disciplinary action or change in placement can be implemented during the due process proceedings for students with 504 only eligibility. There is no automatic right to remain in the current placement under 504.
6. Inform parents of their due process rights at all conferences.

## SECTION X: OTHER BOARD POLICIES AFFECTING STUDENTS

### A. Supervision of Students

Teachers and principals stand in the place of the parent during the time that students are under their supervision. Teachers will have the responsibility and authority to maintain proper discipline in classrooms and in the school at large, as well as specific areas of duty assigned by principals.

All students are required to be supervised while in classrooms or on school grounds during school hours. Students are not permitted to occupy classrooms or to make use of playgrounds at any time during school hours without supervision.

### B. Emergency Drills

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted no fewer than three (3) times per year with at least one each in the months of September, January, and February. Students who ride school buses shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct an active shooter drill and school safety assessment for all District schools in collaboration with local law enforcement and emergency management personnel. The training will include a lockdown exercise with panic button alert system training. Students will be included in the drills to the extent that is 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 Panic Button Alert System. Students shall be included in the drills to the extent practicable.

### C. Crisis Management Plan

A district-wide crisis plan has been developed. The plan includes:

1. Crisis Communication Procedures
2. Emergency Telephone Numbers
3. Procedures for Dealing with the Media, Abduction, Bomb Threat
4. Weapons on Campus, Hostage Situation, Gang Violence, Riots
5. Chemical Leaks or Spills, Nuclear Threat, Fire, Explosion
6. Suicide, Homicide, Death, Sexual Assault
7. Natural Disasters, Accident Off-Campus, Accident or Illness On-Campus, Poisoning

### D. School Evacuation

In order to be better prepared in case of an emergency, Lonoke School District has diligently formed an evacuation plan to be used by each school of the District. In the event students need to be moved from a school, the sites used will be:

SCHOOL	ALTERNATE SITE
Lonoke Primary School Lonoke Elementary School	New Testament Baptist Church 1600 Lincoln St., Lonoke
Lonoke Middle School Lonoke High School Lonoke Business Academy Lonoke/Prairie County Adult Education (Career Center)	Lonoke Baptist Church 406 W Front St., Lonoke

## **E. Emergency Closings**

Closings will be announced on TV Channels 4, 7 and 11.

## **F. Student Transfers**

The Lonoke School District shall review and accept requests for transfers into the district on a case by case basis at regularly scheduled board meetings throughout the year. Transfers out of district are approved only through School Choice Act 1272 of 2003. The only exceptions will be transfers of siblings or step siblings residing in the same residence of students who had previously been granted transfer approval by the board, or for extenuating circumstances up to September 1 of the same school year. The superintendent of schools may grant transfers throughout the school year when there are extenuating circumstances.

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

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

The Board reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another district to enroll as a student until the time of the person's expulsion has expired.

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

## **G. School Choice**

### **Standard School Choice**

#### **Exemption**

The District is under an enforceable desegregation court order/court-approved desegregation plan that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the 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.

#### **Definition**

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

## **Transfers into the District**

### **Capacity Determination and Public Pronouncement**

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

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

### **Application Process**

The student's parent shall submit a school choice application on a form approved by ADE to this District and the student's resident district. Except for students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, the transfer application must be postmarked, emailed, or hand delivered on or before May 1 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications 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 have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, applications postmarked, emailed, or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

Students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base may submit an application and transfer at any time if the student's application:

1. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
2. Includes the parent's or guardian's military transfer orders; and
3. Includes the parent's or guardian's proof of residency on the military base.

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

No earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By July 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

### **Accepted Applications**

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing, with the notification letter stating a reasonable timeline by which the student shall enroll in the District by taking the steps

detailed in the letter, including submission of all required documents. If the student fails to enroll within the stated timeline, or if all necessary steps to complete the enrollment are not taken, or examination of the documentation indicates the applicant does not meet the District's stated capacity standards, the acceptance shall be null and void.

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

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

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

### **Rejected Applications**

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

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

An application may be provisionally rejected if the student's application was beyond the student's resident district's three percent (3%) cap. The student's resident district is responsible for notifying this District that it is no longer at its three percent (3%) cap. If a student's application was provisionally rejected due to the student's resident district having reached its three percent (3%) cap and the student's resident district notifies this District that it has dropped below its three percent (3%) cap prior to July 1, then the provisional rejection may be changed to a provisional acceptance and the student would have to meet the acceptance requirements to be eligible to enroll in the District.

- Rejection of applications shall be in writing and shall state the reason(s) for the rejection. Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, a student whose application was rejected may request a hearing before the State Board of Education to reconsider the application. The request for a hearing must be submitted in writing to the State Board within ten (10) days of receiving the rejection letter from the District.
- Any applications that are denied due to the student's resident district reaching the three percent (3%) limitation cap shall be given priority for a choice transfer the following year in the order that the District received the original applications.

## **Transfers Out of the District**

All Standard School Choice applications shall be granted unless the approval would cause the District to have a net enrollment loss (students transferring out minus those transferring in) of more than three percent (3%) of the average daily membership on October 1 of the immediately preceding year. By December 15 of each year, DESE shall determine and notify the District of the net number of allowable choice transfers. Students are not counted for the purpose of determining the three percent (3%) cap if the student transfers:

- Through Opportunity School Choice due to the school receiving a rating of “F” or a district classified as in need of Level 5 Intensive Support under A.C.A. § 6-18-227;
- Due to the district’s identification of Facilities Distress under A.C.A. § 6-21-812; or
- Through the Foster Child School Choice under A.C.A. § 6-18-233.

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

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

## **Facilities Distress School Choice Applications**

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

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

## **Opportunity School Choice**

### **Transfers Into or Within the District**

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

Unless there is a lack of capacity 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 or from the student's resident district into the District if:

Either:

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

A student is not required to meet the May 1 application deadline if the student has a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base. The student may transfer at any time if the student's application:

- a. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
- b. Includes the parent's or guardian's military transfer orders; and
- c. Includes the parent's or guardian's proof of residency on the military base.

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

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection. 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.

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

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

### **Transfers Out of, or Within, the District**

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

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

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

### **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.

## **H. Home School**

### **Enrollment in Home School**

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

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

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

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

The notice shall include:

1. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
2. The mailing address and telephone number of the home school;
3. The name of the parent or legal guardian providing the home school;
4. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
5. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;

6. A statement if the home-school student plans to seek a driver's license during the current school year;
7. A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to homeschool; and
8. A signature of the parent or legal guardian, which must be notarized if the home-schooled student plans to seek a driver's license during the school year.

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

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

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

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

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

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

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

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

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

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

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

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

## **I. Non-Curricular Activities/Equal Access**

1. A student or a group of students who wish to conduct a meeting on school premises before or after the instructional day will file an application for permission for the meeting with the principal of the school building at which the meeting is to be held. The application will be filed one (1) calendar week prior to the date of the meeting and will state:
  - a. The name and address of the student or students and an affirmation by the person preparing the application that the student(s) has (have) voluntarily initiated the meeting.
  - b. A description of the type of meeting, statement of purpose, estimate of expected attendance, and a copy of any material used to advertise the meeting.
  - c. The name and address of any non-school person to be in attendance, and the organization with whom he is affiliated, if any. If the meeting is a religious one, the non-school attendee will furnish an affirmation that he is not directing, conducting or regularly attending the activity.
  - d. The name and address of faculty monitor, if any, and affirmation that the faculty member is not directing, conducting or controlling the meeting. (If an employee is assigned to be present in a supervisory capacity, the principal will secure the affirmation.)
2. The principal will approve the meeting and select the meeting site for it to be held if the application is completed and if it's determined that:
  - a. The meeting is voluntary and student initiated.
  - b. There is no sponsorship of the meeting by the school, the government or its agencies or employees.
  - c. The meeting will not materially and substantially interfere with the orderly conduct of the school's educational activities.
  - d. Employees of the District are present in a non-participatory capacity.
  - e. Non-school persons are not directing or regularly attending the activity.
  - f. There is no school influence on the form or content of any prayer or other religious activity during a meeting.
  - g. No person will be required to participate in prayer or other religious activities during the meeting or activity.
  - h. No funds will be expended by the school for any such meeting beyond the incidental cost associated with providing meeting space.
  - i. No meeting will be conducted which excludes a student solely because of race, religion or national origin.
  - j. All forms are completed and submitted according to the stated time schedule.
3. Other considerations
  - a. The principal will not assign any employee to attend a meeting if the purpose of speech of the meeting is contrary to the employee's beliefs.
  - b. Principals will use discretion in determining maximum numbers of students allowed to participate based upon space available and the safety of the students.

- c. Principals may approve meetings to be conducted before or after regular school hours.
- d. The principal retains his or her responsibility for order and discipline, for the protection of students and faculty on school premises, and is not required to sanction any meetings that are otherwise unlawful.

## **J. Student Eligibility for Interscholastic Activities in Secondary Schools**

Each school shall post on its website its schedule of interscholastic activities, including sign-up, tryout and participation guidelines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless he/she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.

The AAA eligibility rules do not apply until the student reaches the seventh (7th) grade; however, students who enter late or are retained by failing grades or a mutual decision between the school and the parent/guardian could become ineligible under the age rule in later years.

The AAA age rules are as follows:

1. A middle school student whose sixteenth (16th) birthday is on or before September 1 may not participate in middle school interscholastic events.
2. A senior high school student whose nineteenth (19th) birthday is on or before September 1 may not participate in senior high interscholastic events.

**NOTE:** In the year a student in middle school becomes too old for middle school participation, he/she may be allowed to participate for the senior high, and the number of allowable senior high semesters shall begin.

The AAA academic requirements are as follows:

### **Junior High**

1. The second semester eighth (8th) grade student meets scholarship requirements for junior high if he/she successfully passed four (4) academic courses the previous semester.
2. The first semester ninth (9th) grade student meets scholarship requirements for junior high if he/she successfully passed four (4) academic courses the previous semester.
3. The second semester ninth (9th) grade student meets scholarship requirements for junior high if he/she successfully passed four (4) academic courses that count toward his/her high school graduation requirements the previous semester.
4. Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate in the fall semester of their tenth grade year.

### **Senior High**

1. In order to remain eligible for competitive interscholastic activity, a student must have passed four (4) academic courses the previous semester and earned a minimum Grade Point Average (GPA) of 2.0.

### **Students with an Individual Education Plan**

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 IEP.

## **K. Lonoke Public Schools Homecoming Eligibility:**

### **Eligibility of Homecoming Court:**

Participating in the Homecoming Ceremony is an honor and a privilege, not a right. Every player, queen, and maid must be a student in good academic standing, meeting the eligibility requirements set forth by the Arkansas Activities Association, (2.0 overall GPA from the previous semester). In addition every player, queen, attendant, and maid must have no out of school suspensions, and no more than 10 unexcused absences of the current school year. All students participating in the Homecoming festivities must be enrolled in Lonoke Public School at the beginning of the current fall semester. **Student eligibility will be determined by the principal at the student's current school (player, queen, attendant, and maid).**

## **L. Accidents and Student Insurance**

Lonoke School District schools do not carry accident insurance on students and are generally immune from civil liability. **It is strongly recommended that parents purchase student insurance to cover their child while at school, particularly if no other health coverage is in force.**

## **M. Student Welfare-Reporting Child Abuse**

The Board directs full compliance by the District with the child abuse and neglect reporting laws. Any school official or District personnel who knows or has reasonable cause to suspect that a child has been subjected to abuse, sexual abuse, or neglect, or observes the child being subjected to conditions or circumstances which would reasonably result in abuse or neglect will immediately be responsible for making a report to the Arkansas State Police, Crimes Against Children Division, Child Abuse Hotline.

It will not be the responsibility of the school official or District personnel who initiated the report to prove that the child has been neglected or abused. Any person who, in good faith, participates in making a child abuse or neglect report or in any resulting proceeding will be immune from civil or criminal liability.

The Superintendent or his designee will establish procedures necessary to accomplish the intent of the policy and of the law. (Adopted 9/11/83)

### **Guidelines**

1. All District personnel are included in the list of persons required by law to report if they have reasonable cause to suspect that a child has been subjected to abuse, sexual abuse or neglect or observe the child being subjected to conditions or circumstances which would reasonably result in abuse.
2. All District personnel shall immediately notify the Child Abuse Hotline at 1-800-482-5964 and may notify the school principal or designee. Cases of sexual abuse or severe maltreatment will be investigated by the State Police. All other cases will be investigated by the Department of Human Services.
3. Notification to parents, legal guardians, or other persons having lawful control, is not required if school personnel makes a report or files a complaint based on suspected child abuse or neglect as required under A.C.A.12-15-507 or if student access is granted to law enforcement personnel for purposes of investigation of suspected child abuse or neglect. (Act 1217 of 2001)

## **N. Student Delivery to School**

Students are to be delivered to school either by car or bus **no earlier than 7:30 a.m.** each school day.

## **O. Student Nutrition/Food Service**

The Lonoke School District believes in good nutrition contributes to the educational success of every child and strives to provide good, nutritious meals every day. The staff works hard to ensure quality control and friendly service.

Parents and students are asked to cooperate with all policies and procedures in order to ensure continued quality. Any questions or comments regarding food service concerns or questions regarding a student's meal account may be directed to Mrs. Elen Smith, Food Service Director at (501) 676-2042 or via email at elen.smith@lonokeschools.org.

It is the policy of the Lonoke School District to allow no more than \$20 for students and \$50 for families to charge in the cafeteria for meals only. A la carte items may not be charged. It is the responsibility of each household to ensure adequate funds are available for school lunch and breakfast. The child Nutrition Department will reach out to families with a negative balance by sending out payment reminders. Positive and negative cafeteria balances will follow the student when advancing to the next grade each school year. When a student drops from Lonoke School District, that student is still responsible for unpaid balances. Attempts will be made to collect charges. Unpaid balances will be forwarded to debt collection services. All dropped student unpaid meal charges will be consolidated and turned over to debt collection services at the end of each school year.

In order to close out yearly account balances students will not be allowed to charge meals after the end of April. Meals served in each cafeteria abide by the rules set forth by the National School Lunch Program. Any substitutions to the planned menu will be allowed if correct documentation is on file. Contact the Child Nutrition Office for a Special Dietary Needs form."

### **Prices**

School lunches are reasonably priced and include all nutritional requirements mandated by the Division of Elementary and Secondary Education. Students pay \$2.00 per meal for breakfast and \$3.25 per meal for lunch. Free and reduced meals are offered for students who qualify.

### **Food Allergy**

A student with a food allergy to any item on the menu must have the school-provided school health form completed and signed by a licensed physician to be filed with the cafeteria manager and the school nurse stating the student's allergies to all such foods and the appropriate alternative.

## **P. Collection Process**

The LPSD uses CheckRedi to collect insufficient checks that are returned to the district. Fees will be assessed, and parents/guardians will be responsible for payment.

## **Q. Student Behavioral Intervention & Restraint**

### **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 himself or herself or others.

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

**"Positive behavioral support"** means the application of behavior analysis that:

- Is used to achieve socially important behavior change;
- Occurs at the:
  - Prevention level for all students in a school;
  - Strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and
  - Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and
- Involves a planned and collaborative school-wide approach that is implemented with a goal:
  - Of establishing a positive and supportive school environment that:
- Teaches and reinforces prosocial behavior in a student;
- Holds a student positively accountable for meeting an established behavioral expectation; and
- Maintains a level of consistency throughout the implementation process; and
  - That is accomplished by using positive behavioral programs, strategies, or approaches.

**"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.

### **Positive Behavioral Supports**

The District shall implement positive behavioral supports to be used at the:

1. Prevention level for each student in a school;
2. Strategic intervention level for a student who is not responding, from a social, emotional, or behavioral perspective, to the prevention level; and
3. Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services.

The District's positive behavioral support shall include:

- a. The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
- b. Holding a student positively accountable for meeting an established behavioral expectation;
- c. Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
- d. The following interrelated activities:
  - Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;
  - Focusing on preventing the development and occurrence of problem behavior;
  - Regularly reviewing behavior data to adapt the District's procedures to meet the needs of every student; and
  - Providing a multitiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.

The following principles shall form the basis of the District's positive behavioral support system and conflict resolution or de-escalation approach:

1. A student has the right to be treated with dignity;
2. A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;
3. Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;
4. Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and
5. Each student who exhibits an ongoing behavior that interferes with the student's learning or the learning of others, and who is nonresponsive to effectively implemented classroom or administrative intervention, should receive additional intensive behavioral intervention that is based on a FBA and data-based problem solving.

### **Problem Solving and Intervention Team**

A problem-solving and intervention team shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The problem-solving and

intervention team shall include at least one (1) member who is an academic and behavioral assessment and intervention professional.

A student's problem-solving and intervention team 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 problem-solving and intervention team;
- 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 positive behavioral supports system 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 positive behavior supports 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.

## **R. Appropriate Use of Computers and Networks**

Using District-owned computers and/or accessing information using District-owned computer networks are privileges which may be denied if a student fails to follow the established rules of conduct. **Acts of computer misuse or distribution of computer documents containing vulgar or obscene materials may lead to suspension or expulsion from school.** Student use of District-owned computers is for educational purposes only. (A.C.A. 6-21-107) No student shall be granted Internet access until and unless an Internet and electronic device use agreement, signed by both the student and parent, legal guardian (if the student is under the age of eighteen (18) is on file.

### **Electronic Mail**

The Lonoke Public Schools uses G Suite for Education accounts to complete assignments, communicate with teachers, sign in to Chromebooks and learn 21<sup>st</sup> century digital citizenship skills. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more. Lonoke Public Schools will create/maintain a G Suite for Education account for the students in High School and Middle School. That access is for his/her use in any educational and instructional business that they may conduct. Personal use of electronic mail is permitted as long as it does not violate Lonoke Public Schools' policy and/or adversely affect others.

### **User Responsibilities**

1. Use of network resources is recognized by the user as a privilege.
2. The user will cooperate with the certified or designated non-certified staff member who is present to monitor the student use of e-mail and electronic on-line resources.
3. The user is responsible for following local, state, federal and international copyright, for recognizing intellectual property rights, and for adhering to acceptable network use.
4. The user is responsible for protecting his own network account and is solely responsible for all actions taken while accessing and using information resources.
5. The user will work in a moral and ethical fashion that supports District educational goals.
6. The user will be responsible for adhering to the policies of other networks accessed.
7. The user will not violate the integrity of a network or computer system, change its performance or intentionally make it malfunction, or add or delete any programs or information resources unless acting upon approved authorization.
8. Non-local and local e-mail activities must be conducted by the user in a manner consistent with guidelines approved as a part of the District's designated curriculum.
9. In general, a user is not authorized to transfer programs to or from the District's local area network. All such transfers will be completed or directed by users who are authorized network supervisors or operators
10. A user's privilege of access to remote electronic information resources may be temporarily or permanently revoked for inappropriate use or violation of the District's policy.
11. In each specific case of suspected inappropriate use, corrective action must be initiated by the staff member monitoring such activities. Violations will be documented. Documented violations and repeated violations by a user will be presented to the school administrator for appropriate action.

## **S. Volunteer Procedures & Expectations**

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 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 is good for \_\_3\_\_ 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.

Option B: The Application for an initial background check may be made through the District administrative office. The District will incur the fee charged by the State of Arkansas for performing the initial check and any renewal checks.

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 his or her 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:

1. School volunteers who wish to accompany students on overnight school trips.
2. 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.
3. School volunteers who will volunteer for any amount of time in a school year.
4. School volunteers who will volunteer for the specified programs.

Clear background checks for school volunteers are required prior to any volunteer service to the school district, school, teacher, or classroom, and all clear check volunteers will be issued special volunteer identification to wear prominently when performing their volunteer duties; no person may serve as a volunteer without wearing the provided identification.

## **T. TRANSPORTATION (Primary and Elementary)**

### **CAR RIDERS**

Visible CAR SIGNS with the student's first and last name are required in all vehicles in the afternoon car rider pick up line. Each student will receive two hanging car signs to be hung from the rear view mirror, so it is clearly visible to the staff on duty. If the sign is forgotten or not present, the pick-up person must pull out of the car rider line, and with proper ID, sign the student out in the office.

Every effort should be made to have your children at school by (7:50) and picked up by (LES) 3:20 and (LPS) 3:15.

Time is valuable to our students and teachers. Students coming in late in the morning or leaving early in the afternoon is a distraction in the classroom that we need to eliminate except in the case of emergencies.

### **WALKER SAFETY**

Primary School students will be walked to the marquee with teacher supervision. LES students will be walked to the 4-way. Any student walking to meet a sibling at LPS will be accompanied by a teacher until they are picked up by a parent or are walking with their sibling(s) home.

Students should not be dropped off at school before 7:30 a.m. The schools do not have supervision for students before that time.

Follow all safety rules. Walk on the sidewalks. Where there is not a sidewalk, students should walk on the side of the street. Do not walk in yards. Watch for cars. Do not talk to strangers. Go straight home after school. Do not hang around the school.

### **BICYCLES**

We ask that parents review all bicycle and road safety rules when allowing their child to ride a bicycle to school. Please remember the streets around the school are high traffic areas before and after school. We want to make sure your child arrives at school and home safely. If a student is seen violating safety rules, the parent will be contacted.

The Lonoke School District is not responsible for bicycles. To ensure the safety of a bicycle while on campus, please have your child place a lock on the bicycle when parking it in the bike rack.

Bicycles are to be parked in the racks provided. Improper use of one's bike may mean that the child will be asked to leave his bike at home for a period of time.

### **CHANGE IN TRANSPORTATION**

For the safety of our students we must have one of the following in order to change the transportation for any student.

1. Note signed by the parent/guardian with the following information:
  - a. Student's name
  - b. Date(s) the change should occur
  - c. Person picking them up or if a bus rider the address they are to be dropped off
2. **Phone call from the parent/guardian made to the front office prior to 2:00 p.m.**

All notes will be sent to the front office daily to be logged by the secretary.

## **U. SPECIAL ACTIVITIES/DAYS (Primary and Elementary)**

### **TREAT DAYS**

The state allows 9 treat days per year. On these specified days, students may bring unopened, store bought snacks. Snacks/Treats can not be brought for birthdays and shared with the class.

### **BIRTHDAY TREATS & PARTY INVITATIONS**

Birthday party invitations may be distributed only if every student in the class receives one. Your child's birthday party is special to us and we will recognize their special day. The last day of each month, birthdays are celebrated at lunch. You are always welcome to bring a treat for your child. Treats can not be shared with other students except on the 9 designated treat days.

Birthday treats will not be allowed to protect instructional time and must adhere to food guidelines.

## **V. Equal Educational Opportunity**

In keeping with the guidelines on Title VI, Section 601, Civil Rights Act of 1964, Title IX, Section 901, Ed. Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973:

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

Inquiries on non-discrimination may be directed to Stephanie Hamilton or Melissa Edwards.

- Title VI (Prohibits Discrimination on the Basis of Race)
- Title IX (Prohibits Discrimination on the Basis of Sex)
- Section 504 of the Rehabilitation Act of 1973 (Prohibits Discrimination on the Basis of Handicap)

**Stephanie Hamilton**  
*Title VI and Section 504*  
501-676-7066  
401 W Holly St.  
Lonoke, AR 72086

**Melissa Edwards**  
*Title VI & Title IX*  
501-676-2042  
401 W Holly St.,  
Lonoke, AR 72086

For further information on notice of non-discrimination or to file a complaint, visit <http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.



## **NO BULLYING**

Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or a school employee.

Bullying may occur through written, verbal, electronic or physical acts that causes or creates a clear and present danger of physical harm or damage to school or student property. Bullying is NOT ALLOWED and can get you in trouble, suspended, or expelled. If someone bullies you or you see someone being bullied, get help by telling an adult.



## **SCHOOL ZONE RESTRICTIONS**

A.C.A. § 27-51-1609. Restrictions in school zones:

- a. Except as provided under subsection (b) of this section, a driver of a motor vehicle shall not use a handheld wireless telephone while operating a motor vehicle when passing a school building or school zone during school hours when children are present and outside the building.
- b. A driver of a motor vehicle who is passing a school building or school zone during school hours when children are present and outside the building may use a handheld wireless telephone while operating a motor vehicle for an emergency purpose.