



Manila Middle School

2017-2018

Student

Handbook

This Book Is Dedicated To All Students of Manila Middle School.
This Is Your School. Give It Your Best.

WELCOME

This handbook has been written to clearly communicate information, policies, and expectations to our students and their parents.

Manila Public Schools is dedicated to provide the best learning environment for our students. Our school is one in which we all should take pride and assume responsibility to ensure continued success and growth.

We hope this handbook plays its part in helping you as a student or parent have an enjoyable and productive school year. This is your school; be proud of it and take pride in it. Welcome to the new school year.

Respectfully,
LeAnn Helms, Middle School Principal

MANILA MIDDLE SCHOOL MISSION STATEMENT

Achieving in Academics.

Believing in Oneself.

Committing to Community Service.

Preparing to be Magnificent and Marvelous.

MANILA PUBLIC SCHOOL EDUCATIONAL PHILOSOPHY

MMS 2

The mission of the Manila Public Schools is to provide an equitable, well-rounded education to its students in a structured learning environment where students can achieve success in all academic disciplines. Each student will have the opportunity to develop skills in the following areas:

1. Accessing and processing information
2. Thinking, reasoning, and problem solving
3. Achieving working skills in technology
4. Dealing with change
5. Developing creativity
6. Valuing themselves and contributing to the community
7. Exhibiting responsible behavior

These skills are needed in order for students to serve their community and society and achieve personal fulfillment. We believe learning is a lifelong process in which students are expected to take personal responsibility and that learning must take place in a nurturing, safe environment that recognizes the diversity of individuals while ensuring equity for all. Above all, MPS will strive to provide challenging educational opportunities that will develop the skills needed to make students productive and effective citizens. Through the education of its citizens, Manila Public Schools is committed to developing, improving, and advancing the community.

ALMA MATER

We are loyal to you MHS – To our colors we are true, MHS – We will back you to stand,
It's the best in the land, For we know you've got sand MHS, Rah! Rah!
So crack out that ball, MHS – We are backing you all, MHS – Our team is the fame
protector; come boys for we expect a victory from you MHS. Rah! Rah!

COLORS & EMBLEMS

Manila School's colors are black and gold. These are used in all letters given by the school and in the uniforms worn by the various organizations. The school mascot is the Lion, which is emblematic of the fighting spirit of the Manila School athletic teams.

SCHOOL CALENDAR 2017-2018

August 7,8,9,10,11	Professional Development (no students)
August 14	First Day of School (1 st quarter begins)
September 4 (Monday)	Labor Day Holiday
October 13 (Friday)	End of 1 st Quarter (44 days)

MMS 3

October 19 (Thursday)	Parent Teacher Conference
October 20 (Friday)	Professional Development (No Students)
November 20,21,22,23,24 (Mon.-Fri.)	Thanksgiving Holiday (5 days)
November 27 (Monday)	School Resumes
December 20 (Wednesday)	End of 2 nd Quarter (40 days)
December 21-January 3	Christmas Holiday (10 days)
January 4 (Thursday)	Return to School(Begin 2 nd Semester)
January 15 (Monday)	Professional Development (No students)
February 19 (Monday)	Professional Development (No students)
March 9 (Friday)	End of 3 rd Quarter (45 days)
March 15 (Thursday)	Parent Teacher Conference
March 19 (Monday)-March 23(Friday)	Spring Break (5 days)
March 26 (Monday)	School Resumes
March 30 (Friday) Flex Day	Professional Development (No students)
May 24 (Thursday)	End of 4 th Quarter
May 25	Professional Development
May 28	Memorial Day
My 29,30,31/June 1, 4	Inclement Weather/Snow Days

BOARD OF EDUCATION

Tracey Reinhart - President; Jeremy Jackson- Vice-President; Danny Robbins - Secretary
 Johnny McCain Tommy Wagner Brandon Veach Paul Wayne Hicks Terry Carr

ADMINISTRATION AND STAFF

Pamela Castor.....Superintendent
 Mark Manchester.....High School Principal
 Lee Wimberley.....Assistant High School Principal
 LeAnn Helms.....Middle School Principal
 John Deaton.....Middle School Dean of Students
 Jason Evers.....Elementary Principal
 Robin Baugher.....Title I, Federal Programs
 Jason Baltimore.....Technology Coordinator
 Dianne Sparks.....General Business Manager
 Pam Chipman..... Assistant Bookkeeper

Lisa Hitchcock.....Human Resource
 Dawwna Cater.....District Secretary
 Mandie DeLong.....Building Secretary
 Susie ParkerBuilding Secretary
 Scottie Reinhart.....Payroll Clerk
 Susan Hollis.....District Student Services

STUDENT HANDBOOK

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

RESIDENCE REQUIREMENTS

Definitions:

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

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

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

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

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

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District's schools separate and apart from his or her parents, guardians, or other persons having lawful control of him or her under an order of a court, the person must actually reside in the District for a primary purpose other than that of school attendance. However, a student previously enrolled in the district who is placed under the legal guardianship of a non-custodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

Under instances prescribed in A.C.A. 6-18-203, a child or ward of an employee of the district or of the education coop to which the district belongs may enroll in the district even though the employee and his/her child or ward reside outside the district.

ENTRANCE REQUIREMENTS

To enroll in a school in the Manila District, the child must be a resident of the Manila District as defined in District policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52---STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option.

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 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 a county recorder certifying the child's date of birth;
 - (c.) An attested baptismal certificate;
 - (d) A passport;
 - (e) An affidavit of the date and place of birth by the child's parent or guardian
 - (f) United States military identification; or previous school records.
 - (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

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. In accordance with Policy 4.57- IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas State Department of Health.

4.52—STUDENTS WHO ARE FOSTER CHILDREN

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services (“DHS”), the Arkansas Department of Education (ADE), and individuals involved with each foster child to ensure that he/she is able to maintain his/her continuity of educational services to the fullest extent that is practical and reasonable.

The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison for foster children and youth whose responsibilities shall include ensuring the timely school enrollment of each foster child and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.¹

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise, ensure that the foster child remains in his/her school of origin, even if a change in the foster child's placement results in a residency that is outside the district. In such a situation, the District will work with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.²

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

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

Any course work completed by the foster child prior to a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate academic placement assessment.⁴

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

Notes: ¹ The name and contact information of the liaison must be sent to the Special Education Section of ADE at the beginning of each school year. A.C.A. § 9-28-113(c)(d) specify additional requirements/duties of the liaison.

² While A.C.A. § 9-28-113(b)(4) encourages districts to “arrange for transportation,” there is no explanation of costs or methods.

³ A.C.A. § 9-28-113 does not address a district’s right to refuse enrollment for a student that has been expelled from another school, but we believe that right is retained even in this circumstance.

⁴ This language is from A.C.A. § 9-28-113(g). You may add a sentence defining how you interpret its meaning or you may make it a procedural issue which would leave you more latitude for case-by-case implementation.

4.57—IMMUNIZATIONS

Definitions

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

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

General Requirements

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against¹:

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

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

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

- A. Licensed physician;
- B. Health department;
- C. Military service; or
- D. Official record from another educational institution in Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating “up-to-date”, “complete”, “adequate”, and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted. Valid proof of immunization and of immunity based on serological testing shall be entered into the student’s record.

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

- 1) Proof of immunization showing the student to be fully age appropriately vaccinated;
- 2) Written documentation by a public health nurse or private physician of proof the student is in process of being age appropriately immunized, which includes a schedule of the student’s next immunization;
- 3) A copy of a letter from ADH indicating immunity based on serologic testing; and/or

- 4) A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

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

Temporary Admittance

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

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

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

Exclusion From School

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

excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

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

- for the remainder of the week by the end of the initial school day of the student's exclusion; and
- by the end of each school's calendar week for the upcoming week until the student returns to school.²

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

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in "examinations" and the District has no control over administering state mandated make-up assessments outside of the state's schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.³

Notes:¹ The table showing the age appropriate immunizations is referred to as "Table I" in the Arkansas Department of Education (ADE) rules and as "Table II" in ADH regulations. ² You can amend this sentence to reflect your school's practice for when teachers are required to have their lesson plans ready in advance. ³ Your district may choose to adopt a different schedule such as docking the work a certain percentage for each day it is late.

Uniformed Services Member's Children

For the purposes of this policy, "active duty members of the uniformed services" includes members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211; "uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services; "veteran" means: a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable. "Eligible child" means the children of:

- Active duty members of the uniformed services;

- Members or veterans of the uniformed services who are severely injured and medically discharged or retires 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.

An eligible child as defined in this policy shall:

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

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

ATTENDANCE REQUIREMENTS FOR STUDENTS IN GRADES 9 - 12

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

Study Halls

Students may be assigned to no more than one (1) class period each day for a study hall that the student shall be required to attend and participate in for the full period. Such study halls are to be used for the purposes of self-study or for organized tutoring which is to take place in the school building.

Extracurricular Classes

Students may be assigned to no more than one (1) class period each day for organized and scheduled student extracurricular classes that the student shall be required to attend and participate in for the full class period. Extracurricular classes related to a seasonal activity shall meet for an entire semester whether or not the season ends prior to the end of the semester. Students must attend and participate in the class for the entire semester in order to receive credit for the course. For the purpose of this policy, extracurricular classes is defined as school sponsored activities which are not an Arkansas Department of Education approved course counting toward graduation requirements or classes that have not been approved by the Arkansas Department of Education for academic credit. Such classes may include special interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities.

Course Enrollment Outside of District

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

semester into another placement or course of study. In the instances where a subsequent placement is unable to be made, the district may grant a wavier for the student for the duration of the semester in which the placement is unable to be made.

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

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

COMPULSORY ATTENDANCE REQUIREMENTS

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

1. The child is enrolled in private or parochial school.
2. The child is being homeschooled and the conditions of policy (4.6 HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten wavier 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).

When a student who is fourteen (14) years or older is no longer in school, the principal shall notify the Department of Finance and Administration, who shall suspend the student's driver's license.

RIGHTS AND RESPONSIBILITIES

Students have the right to:

- Pursue, through study and self-application, a quality education at public expense and to attain personal goals through participation in the entire school program.
- Participation in school activities without being subject to unlawful discrimination on any basis. Where access to participation in programs or activities is on a competitive basis, each student has the right to compete on an equal basis.
- Practice freedom of speech, freedom of expression of ideas, and freedom of the press.
- Express views or protest symbolically so long as the manner of expression does not interfere with the orderly operation of the school or the rights of others.
- Participate in patriotic exercises or refrain from participating.
- **Privacy in regard to their possessions against unreasonable searches and seizures, unless there is reasonable suspicion that the student is concealing materials prohibited by law.**

Students have the responsibility to:

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

SCHOOL HOURS

Classes begin each day at 8:05 a.m. Lunch is from 12:15-12:45. School will dismiss daily at 3:15 p.m.

MEAL PRICES

Breakfast.....	\$ 1.00
Reduced.....	\$.30
Lunch.....	\$ 1.95
Reduced.....	\$.40

EXTRAS

Breakfast.....	\$.50
Lunch.....	\$.75
Juice.....	\$.25

Each student will empty his/her own tray and clean up all napkins, silverware, etc. from his/her area. Students are encouraged to display proper conduct and table manners while in the cafeteria. Students may only accumulate one (1) charge in the cafeteria.

DISMISSAL OF SCHOOL

Should it become necessary to dismiss school for inclement weather or other perils, the announcement will be made on the Blytheville radio station 96.3 FM, Channel 8 TV, and KFIN-FM 108.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance shall be recited during the first period of each school day in high school immediately following the 8:00 warning bell. Those students choosing to participate shall do so by facing the flag with their right hand placed over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall be quiet while either standing or sitting in their desks.

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge.

Students choosing not to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

CARE OF SCHOOL PROPERTY

Lockers will be issued to students each year. Locks are free and available to all students. They must request the lock in the principal's office. Each student is responsible for keeping his/her assigned locker clean both inside and outside. Damages caused by the misuse of tape, etc. will be charged to the students responsible. All students will be held responsible for unreasonable wear and damage to buildings, books, equipment, and school furniture. If a student fails to pay assessed damages, the student's transcript of grades will not be released until settlement has been made and the student may not be allowed to begin school the following school year at the discretion of the principal.

CLOSED CAMPUS

The Manila Public Schools will have a closed campus.

Students will not be permitted to leave campus from their time of arrival until the end of the school day except in case of an emergency or illness and only then with permission from the principal in charge. Students must sign out in the office upon their departure.

Penalty for leaving campus without permission will be as follows:

1. First offense will be three (3) days ISS (in school suspension).
2. Any offense thereafter, the days of ISS will be doubled.

The ordering out of food for delivery by vendors is not permitted. Food cannot be brought to students without receiving permission from the building principal.

MERCHANDISE DELIVERY

It shall be the policy of the Manila Board of Education to prohibit the delivery of merchandise to students or employees during school hours, unless requested by the school. Example: balloons, flowers, gifts, food, etc.

CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or his/her designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents.

Non-custodial parents who file with the principal a date-stamped copy of current court orders granting 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 4.16, Policy 6.5, 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, SOCIAL SERVICES, OR BY COURT ORDER

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Department of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold " without first obtaining a court order. 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.

VISITORS TO THE SCHOOLS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10.

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

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

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.

STUDENT VISITORS

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

SCHOOL ACTIVITY INSURANCE

The District makes accident insurance coverage available for all students. Students are given information concerning this coverage at the beginning of each school year. Students should take this information home to parents. This insurance is not primary insurance coverage. However, insurance coverage is available to purchase by the student insurance carrier.

SCHOOL TRIPS

Students will go and return with groups on all school trips where transportation is arranged. A student will be given permission to return home from a school event with his/her parents, or others, providing the parents give written permission to the teacher who is chaperoning the event. Permission can be given at the discretion of the teacher in charge of the event.

USE OF SCHOOL BUILDINGS

Students are not to be on the school campus after school hours unless supervised by a parent or school employee.

PERMANENT RECORDS

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

WELLNESS POLICY

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

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

Goals

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

1. Appoint a district school health coordinator who shall be responsible for ensuring that each school fulfills the requirements of this policy;
2. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
3. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity;
4. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
5. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
6. Not use food or beverages as rewards for academic, classroom, or sports performances;
7. Ensure that drinking water is available without charge to all students;
8. Establish class schedules, and bus routes that don't directly or indirectly restrict meal access;
9. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;

10. Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar;
11. Abide by the current allowable food and beverage portion standards;
12. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;
13. Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule;
14. Confirm new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV.
15. Provide professional development to all district staff on the topics of nutrition and/or physical activity;
16. Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students;

Advisory Committee

To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our district's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule. The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the CDC's School Health Index as a basis for assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board.

PHYSICAL EXAMINATIONS OR SCREENINGS

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

The district shall notify parents, at least annually, of the specific or approximate dates of any non-emergency, invasive physical examination or screening that is:

1. required as a condition of attendance
2. administered by the school and scheduled by the school in advance; and

3. not necessary to protect the immediate health and safety of the student, or of other students.

For the purposes of this policy, “Invasive Physical Examination” is defined as any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

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 18 years old.

SPECIAL HEALTH CARE NEEDS

Parents of students defined as disabled under 94-142 and 105-17 or the Americans with Disabilities Act (504) may pursue needed accommodations to address medical needs under the due process procedures of the applicable acts as defined by federal statute, the State of Arkansas, and the Manila School District.

Any other student thought by the parent to have a special health care need may be referred to the building principal for special consideration of medical treatment necessary during school hours. The parent of any student with such need may be required to provide a physician’s statement of the condition that includes specific instructions regarding care and a statement that such care cannot be provided outside of normal school hours. The parent will be required to provide any medical equipment, device, or supplies associated with any prescribed treatment and/or care.

In the event that the medical intervention requested is viewed by the principal as being beyond what is customary or routine, the parent may be referred to the Superintendent.

All medical services will be provided by the school nurse and/or the Superintendent or building principal’s designee.

The Manila School District does not employ medical personnel qualified to make decisions regarding Do Not Resuscitate orders. Therefore, NFR orders will not be considered by the school district.

Forms and procedures shall be developed necessary to implement this policy

PANDEMIC PLAN

In the event of a pandemic Manila School District will work in conjunction with the Arkansas Department of Health, the Arkansas Department of Education, and other agencies, such as CDC (Center for Disease Control) to formulate a response.

The superintendent will initiate communication and information dissemination by meeting with key personnel (i.e. principals, nurse). Principals will communicate vital information as needed to all building levels personnel and parents. Calling trees will be implemented as necessary.

The regular procedures for notification of school closing will be followed.

SCHOOL CHOICE

Standard School Choice

Exemption

By March 31 of each year, the Board shall determine if the District is subject to a desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation. A District that determines it is subject to such an order or mandate may declare an exemption from the provisions of the School Choice Act of 2013 (the Act) codified at A.C.A. § 6-18-1901 et seq. If the District determines it is eligible for exemption, it will notify the Arkansas Department of Education (ADE) by April 1 whether or not it will declare an exemption from the Act. If the District has previously declared an exemption from the Act and chooses to no longer exercise its exemption option, it shall notify the ADE by April 1 of the District's decision to participate in the school choice provisions of the Act. If the District chooses to exercise its exemption option, it should notify the superintendents of each of its geographically contiguous school districts of its decision. Each decision regarding exemption is binding for one-year from the date the District notifies the ADE of the declaration of exemption.

Definition:

For the purpose of this policy, “sibling” means each of two (2) or more children having a common parent in common by blood, adoption, marriage, or foster care.

School Choice Transfers Out of the District

The Manila District shall date and time stamp all applications for school choice transfer out of the District as they are received in the District’s central office. By August 1, the District shall approve all such applications unless the approval would cause the District to have a net enrollment loss (students transferring out minus those transferring in) of more than 3% of the previous year’s student enrollment. By June 1 of each year, the ADE shall determine and notify the District of the net number of allowable choice transfers. For the purpose of determining the 3% cap, siblings are counted as one student.

If, prior to August 1, the District receives sufficient copies of requests from its students to transfer to other districts to trigger the 3% cap, it shall notify each parent from which it has received a school choice application and the district the student applied to transfer to 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 what applications it received that exceeded the limitation cap and notify each district that was the recipient of an application to that effect.

Any applications for transfer out of the District which are denied due to the 3% limitation cap shall be given priority for a choice transfer the following year in the order in which the District received the original application.

School Choice Transfers Into the District

Capacity Determination and Public Pronouncement

The Board of Directors will adopt a resolution containing the capacity standards the District will use in determining whether to accept or deny a school choice application from another district’s resident student. 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. In determining the capacity of the District to accept choice applications, the Board of Directors shall consider the probable, locally generated growth in student enrollment based on recent District enrollment history.

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 and the requirements and procedures for participation in the program. Such pronouncements shall be made in the spring, but in no case later than April 1.

Application Process

The student's parent shall submit a school choice application on a form approved by the ADE to both the student's resident district and to this district which must be postmarked or hand delivered on or before the June 1 preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications as they are received in the District's central office. Applications postmarked or hand delivered on or after June 2 will not be accepted. Statutorily, preference is required to be given to siblings (as defined in this policy 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 applications' date and time stamp.

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 3% of its past year's student enrollment due to choice. As such, any District approval of a choice application prior to August 1 provisional pending a determination that the resident district's 3% cap has not been reached.

The superintendent will consider all properly submitted applications for School Choice. By August 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.
- Instructions for the renewal procedure for succeeding school years.

Students whose applications have been accepted and who have enrolled in the District, are eligible to continue their enrollment until completing his/her secondary education.

Continued enrollment is conditioned upon the student meeting applicable statutory and District policy requirements and the renewal procedure for succeeding school years is followed. Any student who has been accepted under choice and who either fails to initially enroll under the timelines and provisions provided in this policy or who chooses to return to his/her resident district 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, as defined in this policy, of a student who continues enrollment in this District may enroll in the District until the sibling of the transfer student completes his/her secondary education. 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.

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 school choice if its acceptance would exceed the capacity standards specified by the Board of Director's resolution. 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.

Rejection of applications shall be in writing and shall state the reason(s) for the rejection. A student whose application was rejected may request a hearing before the State Board of Education to reconsider the application which must be done, in writing to the State Board within 10 days of receiving the rejection letter from the District.

Facilities Distress 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 three differences.

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

Opportunity School Choice

Transfers Into or Within the District

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 ADE Rules for the Standards of 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 who is enrolled in or assigned to a school classified by the ADE to be in academic distress is eligible to transfer to the school closest to the student's legal residence that is not in academic distress. The student's parent or guardian, or the student if over the age of eighteen (18) must successfully complete the necessary application process by July 30 preceding the initial year of desired enrollment.

Within thirty (30) days from receipt of an application from a student seeking admission under this policy, 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. 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 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 enrollment under Opportunity School Choice 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 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 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 or the District has been classified by the ADE as being in academic distress the District shall timely notify the parent, guardian, or student, if the student is over eighteen (18) years of age, as soon as practicable after the academic distress designation is made of all options available under Opportunity 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 enroll the student in any public school or school district that has not been classified by the ADE as a public school or school district in academic distress.

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.

PRIVACY OF STUDENTS RECORDS/DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' educational records are available for inspection and copying by the parents 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 not 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 educational 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 make it;
- it is used only as a personal memory aid; and
- information contained in it has never been revealed or made available to any other person, except the maker’s temporary substitute.

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

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

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

The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary

to protect the health or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations.

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

For purposes of the policy, the Manila School District does not distinguish between a custodial and non-custodial 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 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 the 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 designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

Unless the parent of 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 (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 know or possessed only by the authorized user. A student’s name when associated with their physical address, email address, telephone number, or photograph will only be displayed on the district or school’s web page after receiving the written permission of the student’s parent or student if over age 18.

The form for objecting to making a 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. 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 Education Rights and Privacy Act (FERPA) does not prevent the District from disclosing or requiring a student to disclose the student’s name, identifier, or institutional email address in a class in which the student is enrolled.

Parents and students over the age of 18 who believe the district has failed to comply with the requirements for the lawful release of student records may file a complaint with the U.S. Department of Education at: Family Policy Compliance Office, U.S. Department of Education, and 400 Maryland Avenue, SW, Washington, DC 20202

PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment affords parents or students over the age of

(18) eighteen certain rights pertaining to surveys, collection and use of information for marketing, and certain physical exams.

Consent must be obtained for federally-funded surveys that include questions regarding (1) political affiliations or beliefs, (2) family mental problems (3) sex behavior or attitudes, (4) illegal, antisocial, or incriminating behavior, (5) critical appraisals of family members, (6) legally recognized relationships such as with doctors or lawyers, (7) religious practices or beliefs, and (8) income (other than required by law).

Parents or students over the age of (18) eighteen may opt out of non-federally funded surveys that include any of the aforementioned topics.

Opt-out provisions also apply to any invasive physical exams or screenings that are not permitted or required by the State of Arkansas. Vision and hearing screening, kindergarten physicals, scoliosis screening, and immunizations are not included.

Parents and emancipated students may choose to opt out of activities that include activities designed to market personal information from students.

Parents may also inspect upon request such surveys, personal information collection instruments, and instructional materials.

STUDENT PARTICIPATION IN SURVEYS

Section One: No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following: political affiliations; mental and psychological problems potentially embarrassing to the student or his family; sex behavior and attitudes; illegal, anti-social, self-incriminating, and demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section Two: No surveys shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before the survey is administered or distributed by a school to a

student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey. The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

Section Three: Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the surveys shall be available for inspection for a period of ten (10) days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

The requirements of sections one, two, and three of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Section Four: Prior written parental permission is required before any survey or questionnaire (not including tests mandated by state or Federal law or regulation and standardized scholastic achievement tests) is administered to a student the responses to which are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government and which requests or requires a student to provide any of the eight (8) categories of information listed above and/or the following;

A student's name;

The name of the student's parent or member of the student's family;

The address, telephone number, or email address of a student or a member of a student's family;

A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;

Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

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

FUNDRAISING

All fundraising activities held in the District or in the name of the District must be pre-approved in writing by the superintendent and affected school principal. Approval will be predicated on the potential for return relative to the time and energy to be invested in the fund raising. Fund raising that conflicts excessively with and/or detracts from student or teacher instructional time in either the planning or the execution of the activity will not be approved.

Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties.

Student participation in any fund raising activity shall:

- 1) Be voluntary. Students who choose not to participate shall not forfeit any school privileges. It shall not be considered discriminatory to reward those who participate; and
- 2) Not influence or affect the student's grade.

For purposes of this policy, "Door-to-door sales" means the selling of merchandise outside of the child's home and off the school grounds.

Secondary Schools (7-12)

Fund raising in the secondary schools may only be done by officially sanctioned student clubs, spirit groups, school PTAs, or parent booster clubs. Student clubs and spirit groups must receive written approval from their sponsor and the school principal before submitting the fund raising proposal to the Superintendent.

Door to door fundraising activities are generally discouraged. If approved, students wishing to participate who are under the age of eighteen (18) must return to their sponsor a signed parental notification and permission form.

Elementary Schools (K-6)

Fund raising in the elementary schools may only be done by the school or a school sponsored organization. Door to door fundraising activities are prohibited.

FERPA

The Family Education Rights and Privacy Act affords parents and students over (18) eighteen years of age the right (1) to view educational records within (45) forty-five days of a written request, (2) to ask in writing that the school amend inaccuracies in the educational record, (3) to a hearing if the amendment request is rejected, and (4) to consent to the disclosure of personally identifiable information except as federal law permits disclosure without consent.

Under federal law student records are disclosed without consent to school officials with a legitimate educational interest. Under the law this may include agents of the school system such as therapists, support staff, school board members, those serving on official committees, or anyone assisting school personnel in the performance of their jobs. Legitimate educational interest exists if the official needs to view an education record to fulfill his professional responsibility.

Upon request Manila School District discloses educational records without consent to another school district in which a student seeks or intends to enroll.

VIDEO SURVEILLANCE

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

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

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

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

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

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

GUIDANCE PROGRAM

Manila High School has a full-time guidance counselor who works with students and parents to guide the students into areas best suited to the individual. The counselor will also provide College and Career Counseling.

INCENTIVE PROGRAMS

An incentive program for school attendance shall be implemented as follows:

1. Each quarter, all students with perfect attendance (neither absent or tardy) will be awarded an activity ticket for the following quarter that permits free admittance to all school activities that occur at Manila Middle School.
2. Graduating seniors with perfect attendance for the year will be provided with free use of a cap and gown for graduation activities.
3. Students maintaining a B average and missing no more than three (3) days in a course will be exempt from the semester tests. Students maintaining an A average and missing no more than four (4) days in a course will be exempt from the semester tests.
4. Students who score 4 or 5 or grows 10% (MMS) on the ACT Aspire and those students who are proficient on the Alternate Portfolio assessments will receive one day out of school. The day will be determined by the high school principal and the Superintendent.

STUDENT DISCIPLINE

The Manila 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.

Disciplinary action for students may range from verbal reprimand to expulsion.

Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school sponsored function, activity or event; going to and from school or a school activity.

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to a felony or an act that would be considered a felony if committed by an adult, an assault or battery, drug law violations, or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.

The Manila High School licensed personnel policy committee shall review the student discipline policies annually and may recommend changes in the policies to the Manila School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

This process will not prohibit collaboration with the building Principal and/or other standing Handbook or Discipline Committee members as may be appropriate to policy formation.

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 shall sign and return to the school an acknowledgment form documenting that they have received the policies.

It is required by law that the principal or his/her designee 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 school discipline policies shall: Prescribe minimum and maximum penalties, including students' suspension or dismissal from school, for violations of each of the following offenses and for violations of other practices prohibited by school discipline policies.

If a student is given a discipline and refuses to comply, the student will be given 3 days out of school suspension and must complete the discipline which was given before he/she may return to school.

The school discipline policies shall include prevention, intervention and conflict resolution provisions.

PROHIBITED CONDUCT

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination
2. Disruptive behavior that interferes with orderly school operations
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual
5. Possession or use of tobacco in any form on any property owned or leased by any public school
6. Willfully or intentionally damaging, destroying, or stealing school property
7. Unauthorized or inappropriate use of an electronic device
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, or the inappropriate use or sharing of prescription or over-the-counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession

10. Inappropriate public displays of affection
11. Cheating, copying, or claiming another person's work to be his/her own
12. Gambling
13. Inappropriate student dress
14. Use of vulgar, profane, or obscene language or gestures
15. Truancy
16. Excessive tardiness
17. Engaging in behavior designed to taunt, degrade, ridicule, or humiliate another person on the basis of race, ethnicity, national origin, gender, sexual orientation, socio-economic status or disability
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form
19. Hazing or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited
21. Sexual harassment
22. Bullying
23. Fireworks
24. Operating a vehicle on school grounds while using a wireless communication device.
25. Portable gaming devices & music players, ear buds/headphones
26. Laser pointer;
27. Possession of cameras or other electronics without permission
28. Unauthorized or inappropriate use of cell phones
29. Recording via electronic devices such as cell phones is prohibited without permission;
30. Stealing school or private property
31. Failing to identify self upon request of school staff
32. Operating a vehicle on school grounds while using a wireless connection device

The Manila School District is not responsible for any loss, theft, or damage of or relating to any electronic device brought to school.

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

SCHOOL SAFETY DEVICES

Tampering with school safety devices has serious implications for the well-being of all students as well as school personnel, visitors, and emergency personnel. Therefore

tampering or misuse of any school property designed to help insure student safety such as fire extinguishers, fire alarms, cameras, intercoms, phone systems, smoke alarms, exit/emergency lighting and computer systems will be subject to disciplinary action including out of school suspension and/or expulsion.

POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

Use and misuse of cell phones has become a serious problem that threatens the ability of the district's schools to properly and efficiently operate its education program. The school board believes it is necessary to restrict student use and possession of cell phones, and other electronic communication devices so that the opportunity for learning in the district's schools may be enhanced.

To protect the security of state originated tests that are administered as part of the ACT Aspire, no electronic device as defined in this policy shall be accessible by a student at any time during test administration unless specifically permitted by a student's IEP or individual health plan. This means that when a student is taking an ACT Aspire assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions.

At the same time, cell phones and other electronic communication devices can, in controlled situations, offer means to enhance student learning through their ability to access expanded sources of information. Principals have the authority to permit student use of their cell phones for specific classroom lesson plans or projects. Students must abide by the guidelines the principal and/or his designee gives for any such authorization. Students who fail to do so will be subject to the provisions of this policy governing misuse of cell phones.

For the purpose of this policy, the use of a cell phone or other communication device includes any incoming call, text message, message waiting, or any audible sound coming from the phone or device.

The student and/or the student's parents or guardians expressly assume risk associated with students owning or possessing technology equipment.

Possession of cell phones or similar electronic communication device on the school campus is forbidden from the time of the first bell until after the last bell unless specifically exempted by the administration for health or other compelling reasons. In high school, students may store these items in their cars, not in the school building, during normal school hours.

Before and after normal school hours, possession of cell phones, any paging device, beeper, or similar electronic communication device is permitted on the school campus. The use of such devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending or at the discretion of the building principal or district administration.

Students using or possessing, other than those devices stored in a locker or vehicle, cell phones or other electronic communication devices after the first bell and before the last bell shall have them confiscated. Confiscated cell phones and other electronic communication devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the contents contained on any cell phones and other electronic communication devices that have been confiscated.

Students who use a school issued cell phones and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion. No student shall use any wireless communication device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle which is in motion and on school property. Violation may result in disciplinary action up to and including suspension.

USE OF DISTRICT CELL PHONES AND COMPUTERS

Board members, staff and students shall not be given cell phones or computers for any purpose other than their specific use associated with school business. School employees who use a school issued cell phones and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including termination. Students who use a school issued cell phones, and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion.

All employees are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including termination.

INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY

Definition

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

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

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

Technology Protection Measures

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

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

Internet Use and Safety

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

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

Misuse of Internet

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

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

CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

BUS CONDUCT

While the Board of Education offers, as needed, a system of public transportation, it also requires parents of students to accept responsibility of supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus, and only at that time, does he/she become the responsibility of the school district. Such responsibility shall end when the child is discharged at the regular bus stop at the close of the school day.

Since the bus is an extension of the classroom, the Board shall require children to conduct themselves on the bus in a manner consistent with establishing standards for classroom behavior.

When a child does not conduct him/herself properly on the bus, such instances shall be brought to the attention of the building principal by the bus driver. The building principal shall inform the parents of the misconduct and require their cooperation in controlling the child's behavior. They shall also discipline guilty students as deemed appropriate.

A child who becomes a serious disciplinary problem on the bus may have his/her transportation privileges suspended, or terminated. In such cases, the parents of the children involved shall become responsible for seeing that their children get to and from school.

According to Act 247, of the 2005 regular session, it is unlawful for a person over the age of 18 to enter a school bus while ignoring the order or instruction of the driver.

POLICIES FOR RIDING SCHOOL BUSES

1. Be at the bus stop at the scheduled time. Stand back about ten feet from the bus stop and wait until the door is opened before moving closer to the bus. Do not play on the highway.
2. While waiting for the bus, pupils must remain in a safe place away from the traffic. If you miss the bus, do not attempt to hitchhike or walk to or from school.
3. While loading and unloading, enter or leave the bus orderly and quickly.
4. While riding the bus, students are under supervision of the driver and must obey the driver at all times.
5. Students are expected to conduct themselves in a manner that they will not distract the attention of their driver or disturb other riders on the bus.

6. Do not change seats while the bus is in motion. If someone leaves the bus and you wish to change seats, do so while the bus is stopped.
7. You are not to tamper with any of the safety devices such as door latches, fire extinguishers, etc.
8. Pupils are not to put their hands, arms, heads, or bodies out of the windows.
9. Pupils must keep seated while the bus is in motion.
10. Students agree not to deface the bus or any school property. Do not throw paper, food, or other objects on the floor of the bus. No smoking while riding a school bus.
11. Do not ask the driver to let you off the bus uptown, at the store, to get the mail out of the box, or at any stop other than your designated stop.
12. If the pupil must cross the highway to enter the bus, he/she must wait until the bus has come to a complete stop and the driver has signaled for him/her to cross in front of the school bus. Cross the highway only after the driver or the student patrol has signaled you to do so.
13. Do not damage road signs or warning signals placed on the highway by the highway department.

DISRUPTION OF SCHOOL

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

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

STUDENT ASSAULT OR BATTERY

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

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common understanding, is calculated to: (a) cause a breach of the peace; (b) materially and substantially interfere with the operation of the school; (c) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation. Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

9-12 FIGHTING POLICY

Manila High School is committed to providing a safe and nurturing learning environment for all students. To help ensure this goal, Manila High School believes that fighting is never acceptable on any district property. Because of these beliefs we have adopted new policies on fighting and have listed each below.

FIRST OFFENSE:

1. Any student participating physically in any altercation that the school administrators deem fighting shall be suspended for 3 days and removed from the campus by the school resource officer (SRO) or the other law enforcement official.
2. Any student participating physically in any altercation that the school administrators deem fighting may be issued a ticket for disorderly conduct by local authorities.
3. Any student that has been removed from campus for fighting must be picked up from city hall by a parent or guardian.

SECOND OFFENSE:

1. Any student that participates in a physical altercation that the administrators deem as fighting shall be suspended for 5 days and removed from the property by the SRO or other law enforcement official.
2. Any student that is removed for a second offense must be picked up from city hall by a parent or guardian and is subject to a disorderly conduct ticket at the discretion of the local authorities.
3. After the second offense the district will file a Family in Need of Services (FINS) petition with the juvenile court.

Please understand that Manila High School and the Administrators of the Manila Public School District take the safety of each of the students very seriously and want to provide them with the most stable environment possible.

Student
Signature: _____

Parent
Signature: _____

WEAPONS AND DANGEROUS INSTRUMENTS

No student shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon while in school, on or about school property, before or after school, in attendance at school or any school sponsored activity, en route to or from school or any school sponsored activity, off the school grounds at any school bus stop, or at any school sponsored activity or event.

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

Possession of a weapon on school grounds or at school functions is unacceptable and shall be grounds for disciplinary action up to and including expulsion.

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

Students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of not less than one year. The Superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearms policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

**POSSESSION OF FIREARM FORBIDDEN –
PARENT ACKNOWLEDGMENT OF LEGAL LIABILITY:**

Any student, who possesses, however briefly, a firearm or weapon identified by Arkansas law as prohibited on a school campus, shall be expelled from school for a period of not less than one calendar year. "Firearm" is defined as any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use, including such a device that is not loaded or lacks a clip or other component to render it immediately operable, and components that can readily be assembled into such a device.

The Superintendent shall have the discretion to modify the expulsion requirement on a case-by-case basis, but will generally do so only to avoid violating state or federal law or regulations. In the event that a student's enrollment status changes after violating this provision, it is required by law that the expulsion proceeding be completed. Before any student who has been expelled for violating this provision may be readmitted after serving his/her sentence of expulsion, the student's parents, guardians, or other persons responsible for custody of the student must, by law, sign the following statement:

I _____, parent/guardian/person acting in loco parentis of _____ (student) understand that Act 1149 of 1999 makes it a crime for a parent, stepparent, or legal guardian who has legal custody of a minor pursuant to a court order and with whom the student resides, who know that minor is in

legal possession of a firearm in or upon the premises of a public or private school, in or on the school's athletic stadium, or other facility or building where school sponsored events are conducted, or public park, playground, or civic center and fails to prevent the possession or fails to report the possession to the appropriate school or law enforcement officials.

Signed _____ Date _____

TOBACCO AND TOBACCO PRODUCTS

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

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

FIRST OFFENSE:

2 days in-school suspension
Parent, student, principal conference
Loss of extracurricular privileges for one month
Notify law enforcement: Fine up to \$ 100.00
One day of Saturday school

SECOND OFFENSE:

4 days in-school suspension
2 days Saturday school detention
Notify law enforcement: Fine up to \$ 100.00

THIRD OFFENSE:

10 days out-of-school suspension with a recommendation for expulsion for the remainder of the year and loss of credits.
Notify law enforcement: Fine up to \$ 100.00

DRUGS AND ALCOHOL

Students K-12 will be provided with a comprehensive developmentally effective drug prevention program in order to instill a no-use policy in students.

A student shall not possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, transmit, nor be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, nor any other controlled substance as defined in Act 591 of 1971 of the State of Arkansas as amended, or any substance the student represents or believes to be a controlled substance, or beverage containing alcohol or intoxicant of any kind on the school campus or at any school function whenever held.

Controlled substances may be possessed and used by a student who has a prescription for the substance, provided the substance remains in the container in which it was obtained from the pharmacist and does not exceed a one-day supply. All such medications should be turned in to the school nurse.

Students with drug/alcohol problems will be encouraged to seek treatment and/or counseling. A referral/resource list for counseling/rehabilitation programs will be provided upon request to students and parents. Referral list will be maintained in the counselor's offices. The Manila School District will not assume any expenses incurred in counseling or attendance in a drug/alcohol program.

PROCEDURES

1. All violations of the drug/alcohol policy shall be reported to the student's parents as soon as possible.
2. All violations of the drug/alcohol policy shall be reported to the appropriate police agency.
3. All offenders of the Drug and Alcohol Policy shall be automatically suspended for ten days and referred to the Board of Education for expulsion for the remainder of the semester, school year, or permanently.

MANILA SCHOOL DISTRICT CHEMICAL SCREENING POLICY – EXTRACURRICULAR

Philosophy: It is the philosophy of the Manila School District that students should be encouraged and supported in their efforts to develop and maintain a chemical-free lifestyle. The Manila Schools recognize the use of mood-altering chemicals as a significant health problem, resulting in negative effects on behavior, learning, and the total development of each individual. The use, misuse, and abuse of mood-altering

chemicals affect academic growth, achievement, activities, families, teammates, schoolmates, and other significant persons in each student's life.

Purpose: The purpose of the chemical screening policy is to accomplish the following:

1. Emphasize concerns for the health of students in areas of safety while participating in activities and the long-term physical and emotional effects of chemical use on one's health.
2. Promote a sense of discipline among students.
3. Confirm and support existing state laws which restrict the use of such mood-altering chemicals.
4. Assist students who desire to resist peer pressure which directs them toward the use of mood-altering chemicals.
5. Work with the parents to assist in keeping their children free from mood-altering chemicals.

Method:

1. During the school year students participating in extracurricular activities at the district, regional, or state level, will be randomly selected to be drug screened.
2. One third of the participating students will be screened.
3. Students in grades 9 through 12 will be pooled for the random screening.
4. All students and their parents must sign consent to screen form before one will be allowed to participate in any extracurricular activity at the district, state, or regional level.
5. All screening will be unannounced.
6. A refusal by the student to be tested will be treated the same as a positive test.

Consequences:

1. The parent and student will be notified of a positive test.
2. Students testing positive will be advised to seek counseling.
3. The student with a positive drug screen result will be placed on probation for twenty school days following the positive test. During or at the end of the probation period, the student must be tested again by a qualified lab or medical facility, at his/her own expense. A written copy of the results will be given (faxed) to the principal by the provider. If the student is unable to obtain the second test, then the parent may request (in writing) that the school provide the testing. If the test is negative, the probation will be lifted after twenty school days. However, if the test is positive, the student will be ineligible for any extracurricular activity for the equivalent of one school year (178 school days).
4. The probationary student may not participate in any extracurricular activity until the twenty day period is served.

5. If the second test is positive, the student will not be allowed to continue in any extracurricular activity for a period equivalent to one school year (178 school days).
6. To regain eligibility for any extracurricular activity after the ineligibility period, a student must have a negative chemical screening. This test will also be at the student's expense. If this test is positive, the student will again be suspended from extracurricular activities for the equivalent of one school year (178 school days). These periods of ineligibility will be counted consecutively not concurrently.
7. Once removed from an extracurricular activity on a second positive test, the student must be retested and have a negative chemical screen from a qualified lab or medical facility before he/she can participate in any extracurricular activity.

Example:

1st positive test: Twenty days probation during which time the student will not be allowed to participate in any extracurricular activities.

2nd positive test: The equivalent of one school year (178 school days) suspension from extracurricular activities.

3rd and additional positive test: The equivalent of one school year (178 school days) suspension from extracurricular activities.

8. If a student chooses to take his/her second drug screening elsewhere and fails to have the results returned by the provider to the school within the twenty-day probationary period, that student will be removed from all extracurricular activities for a period equivalent to one school year (178 school days). (NO EXCEPTIONS)
9. Any student refusing to test or who does not test as requested will be ineligible for participation in extracurricular activities for the equivalent of one school year (178 school days).
10. Notice: Parents of students who are randomly drug tested will receive notification of the positive test results via first class mail or telephone.

Confidentiality:

Confidentiality is an important part of the testing policy. Therefore, only the principal, parent and the student will be given test results. All test results are to remain confidential.

Third Party Administration:

1. All testing will be done by a third party administrator.
2. The split specimen collections will be frozen and kept by the lab for 30 days.
3. The Third Party Administrator will be responsible for random selections, results, chain of custody, etc.

GANGS AND GANG ACTIVITY

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur, causing fear, intimidation, or physical harm to

students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions. The following actions are prohibited by students on school property or at school functions:

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

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion.

Students arrested for gang-related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds.

STUDENT DRESS AND GROOMING

It is felt that learning to dress appropriately is an important aspect of a student's education. It is also felt that improper dress is a distraction and a deterrent to the educational process. Any student may be sent home immediately if clothing does not meet the dress code or attracts undue attention to the student and thus creates a disturbance in the school. All garments must be worn in a manner as not to detract from the dignity of the student, school, and community.

The Board of Education adopts the following dress code:

1. Students will at all times dress and be groomed to present a respectable appearance.
2. Clothing displaying symbols, slogans, or pictures of a vulgar nature or depicting alcohol beverages or illegal drugs will not be worn.
3. The wearing of clothing that promotes hate or violence is prohibited.
4. Hats, caps, toboggans, bandannas or head apparel are not to be worn in the buildings.
5. Shorts must be 3" from the top of the knee.
6. Skirts or dresses may be worn, but must be a dollar bill width from the top of the knee.
7. Any garments worn over leggings, yoga pants, excessively tight pants (skinny jeans) must be mid-thigh in length.
8. Students will not go bare shouldered, bareback, bare midriff or sides.

9. The wearing of muscle shirts (tank tops) is prohibited.
10. Sleeveless shirts must be hemmed and fit snugly around the arm
11. Hoods may not be worn in any school building.
12. Students will not wear see-through or transparent apparel.
13. Sunglasses may not be worn in any school building.
14. Boxer or biker shorts as outer garments may not be worn.
15. Sagging clothing is not permitted. All pants are to be neat and of appropriate size.
16. Pajamas or house-shoes are not permitted.
17. Chains as part of clothing or chains attached to the clothing may not be worn.
18. No facial jewelry may be worn; with the exception of earrings. (This includes tongue rings, eyebrow rings, nose rings, lip rings, etc.)
19. Articles of clothing with rips and/or tears will not be allowed if skin above the knee is exposed.
20. Female students may not wear any apparel which exposes cleavage.

The administration reserves the right to determine when piercing or jewelry is disruptive to the educational process or poses a health or safety risk.

A student's apparel may be deemed unacceptable by the principal because of tightness, transparency, excessive exposure of skin, or other distracting or disruptive conditions. Guidelines for student dress/grooming at special events (Example: Prom, Homecoming) will be provided by the building principal. Failure to follow these guidelines may result in the student's removal from the event. Final approval of appropriate dress/grooming is at the discretion of the principal.

LASER POINTERS

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

ATTENDANCE AT EXTRACURRICULAR ACTIVITIES

If a student is placed in out-of-school suspension or in-school suspension, the student is not allowed to go on trips, attend ball games, or participate in any school function.

In order for a student to participate in extracurricular activities, the student must attend school $\frac{1}{2}$ day on the day the event is scheduled.

FALSIFYING RECORDS OR INFORMATION

If a student falsifies information, such as excused absences, personal information, etc. or calls and releases a student without parental consent, the student will be placed in out-of-school suspension or in-school suspension. The amount of days the students receive will be determined by the building principal.

SUSPENSION FROM SCHOOL

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

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

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

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

When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent(s), legal guardian(s), or to

the student if age 18 or older prior to the suspension. Such notice shall 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 practicable.

It is the parents' or legal guardian's' 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.

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

The district shall keep a log of contacts attempted and made to the parent or legal guardian.

During the period of their suspension, students serving out-of-school suspensions not be permitted on campus except to attend a student/parent/administrator conference.

During the period of their suspension, students serving in- school suspension shall not attend or participate in any school-sponsored activities during the imposed suspension. The Homecoming policy dealing with eligibility shall be adhered to without exception.

Suspensions initiated by the principal or his/her designee may be appealed by the parent, legal guardian, or person acting as a parent to the Superintendent, but not to the Board.

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

EXPULSION

The Board of Education may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Superintendent may make a recommendation of expulsion to the Board of Education for student conduct deemed to be of such gravity that suspension would be inappropriate, or where the

student's continued attendance at school would disrupt the orderly learning environment or would pose an unreasonable danger to the welfare of other students or staff.

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

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

The President of the Board, Board Attorney, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. Both the district administration and School Board also may be represented by legal counsel. The hearing shall be conducted in open session of the Board unless the parent, or student, if age 18 or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

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

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of not less than one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

SEARCH, SEIZURE, AND INTERROGATIONS

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

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

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

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

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

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

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

STUDENTS' VEHICLES

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

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

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

The district does not assume any liability for damages to personal property including vehicles parked or driven on school property.

DRUG POLICY DOGS

1. No Arkansas case has been litigated in federal district court, the Eighth Circuit Court of Appeals, or United States Court of “sniffer dog” searches.
2. “Sniffing” by trained dogs in public hallways or autos in public lots is not a search (The Fourth Amendment requirements do not apply).
3. “Sniffing” of a student’s person is a search and the legality of such sniffing can only be defended if there is reasonable suspicion that the search will produce evidence that the student is violating the law or school rules.

The school district may elect to use a metal detector at the entrance of all schools.

SERVICE ANIMALS IN DISTRICT FACILITIES

In accordance with the provisions of the Americans with Disabilities Act, service dogs and trained miniature horses (hereinafter referred to as *service animals*) are permitted for use by individuals with disabilities on district property and in district facilities provided the individuals and their animals meet the requirements and responsibilities covered in this policy.

When an individual with a disability seeks to bring a service animal into a district facility, the district is entitled to ask the individual if the animal is required because of a disability and what work or task the animal has been trained to perform. The district is not entitled to ask for documentation that the animal has been properly trained, but the individual bringing the animal into a district facility will be held accountable for the animal’s behavior.

Any service animal brought into a district facility by an individual with a disability must have been trained to do work or perform tasks for the individual. The work or tasks performed by the service animal must be directly related to the handler’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine, providing physical support and assistance with balance and stability to individuals with mobility

disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do **not** constitute work or tasks for the purposes of this policy; **no animal brought solely for any of these reasons shall be permitted on school grounds.**

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of a public entity's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control by means of voice control, signals, or other effective means.

A service animal shall be groomed to prevent shedding and dander and shall be kept clean of fleas and ticks.

District staff (is there a better word) may ask an individual with a disability to remove a service animal from the premises if:

- (1) The animal is out of control and the animal's handler does not take effective action to control it; or
- (2) The animal is not housebroken.

If the district excludes a service animal due to the reasons listed above, the district shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises.

The District and its staff are not responsible for the care or supervision of a service animal brought onto district property or into district facilities by an individual with a disability. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise the service animal, the parent is responsible for providing care and supervision of the animal. Prior to working in the school, any person responsible for providing care and supervision of the animal must go through the same process for background checks as required of all employees of the school system.

The District shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets.

CORPORAL PUNISHMENT

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

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

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

Parents may choose an option whether their child is given corporal punishment.

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, or going to or from school or a school activity, in school vehicles, on school buses, and at designated school bus stops.

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

Definitions:

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

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

Examples of “Bullying may also include but are not limited to a pattern of behavior involving one or more of the following:

1. Sarcastic comments “compliments” about another student’s personal appearance or actual or perceived attributes.
2. Pointed questions intended to embarrass or humiliate
3. Mocking, taunting or belittling
4. Non-verbal threats and/or intimidation such as “fronting” or “chesting” a person

5. Demeaning humor relating to a student's race, gender, ethnicity or actual or perceived attributes.
6. Blackmail, extortion, demands for protection money or other involuntary donations or loans
7. Blocking access to school property or facilities
8. Deliberate physical contact or injury to person or property
9. Stealing or hiding books or belongings,
10. Threats of harm to student(s), possessions, or others.
11. Sexual harassment, as governed by policy 4.27 is also a form of bullying.
12. 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 (Example: "You are so gay.")

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.

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, students, school volunteers, and employees shall be given copies of the notice.

Copies of this policy shall be available upon request.

CONDUCT AT BALL GAMES

Students should not be allowed to leave the gym during a ballgame. If a student leaves without permission from an administrator he/she may not re-enter.

Students who display poor conduct at ball games face suspension from future athletic contests.

BOMB THREATS

Persons making bomb threats to any schools or District offices will be prosecuted under 46-4610, Act 300, 1959. Also, students making such threats will be expelled.

STUDENT SEXUAL HARASSMENT

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

Believing that prevention is the best policy, the District will periodically inform students and employees about the nature of sexual harassment, the procedures for registering a complaint, and the possible redress that is available. The information will stress that the district does not tolerate sexual harassment and that students can report inappropriate behavior of a sexual nature without fear of adverse consequences. The information will take into account and be appropriate to the age of the students.

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

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

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

The terms "intimidating," "hostile," and "offensive" include conduct of a sexual nature which has the effect of humiliation or embarrassment and is sufficiently severe,

persistent, or pervasive that it limits the student's ability to participate in, or benefit from, an educational program or activity.

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

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

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

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

EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year 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 to the age of both the students and grade configuration of the school.

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

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of 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.

MIDDLE SCHOOL DETENTION POLICY

Detention will consist of three different forms:

1. **Morning detention** will meet from 7:40 a.m. until 8:00 a.m. Students will be given time to make arrangements for transportation.
2. **Lunch detention** will meet from 12:15 p.m. until 12:45 p.m.
3. **Saturday detention** will meet from 7:00 a.m. until 11:00 a.m. The building principals will make the decision as to which form of detention is appropriate.

MIDDLE SCHOOL DETENTION POLICY

Morning Detention: 7:40 to 8:00

Lunch Detention: 12:15 to 12:45 (isolated lunch seating & no use of electronics during lunch)

Saturday School: 7:30 to 11:30

COMPUTER USE POLICY

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

- (A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual

- contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- (C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

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

Student use of computers shall only be as directed or assigned by staff or teachers; students are advised that they enjoy no expectation of privacy in any aspect of their computer use, including e-mail, and that monitoring of student computer use is continuous. Students must not disable or bypass security procedures, compromise, attempt to compromise, or defeat the district's technology network security or Internet filtering software, alter data without authorization, or disclose passwords to other students. Students who misuse district-owned computers or Internet access in any way, including using computers to violate any other policy or contrary to the computer use agreement, or using the computers to access or create sexually explicit or pornographic text or graphics, will face disciplinary action, as specified in the student handbook and/or computer use agreement.

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

STUDENT TRANSFERS

The Manila District shall review and accept or reject requests for transfers, both into and out of the district, on a case by case basis at regularly scheduled board meetings.

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

Any student transferring from a school accredited by the Department of 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.

Any student transferring from home school or a school that is not accredited by the Department of Education to a District school shall be evaluated by District staff to determine the student's appropriate grade placement.

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.

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

PROMOTION / RETENTION/COURSE CREDIT FOR 9-12

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

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. 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. The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees

fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

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. 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 this provision when the student's failure was due to exceptional or extraordinary circumstances.

Students who do not score proficient or above on their grade level Benchmark Exams shall be required to participate in an Academic Improvement Plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan, which shall include the student's retention in their present grade.

All students must successfully pass all end-of-course (EOC) assessments they are required to take unless exempted by the student's individualized education program (IEP). To receive academic credit on his/her transcript in a course requiring a student to take a EOC assessment, the student must either receive a passing score on the initial assessment or successfully participate in the remediation program identified in his/her Individualized Academic Improvement Plan (IAIP) which shall focus on the areas in which the student failed to meet the necessary passing score. Additionally, the lack of credit could jeopardize the student's grade promotion or classification.

To the extent required by the State Board of Education, students in grade eleven (11) and below who do not meet the required score on a college and career readiness measurement shall participate in the remediation activities prescribed in his/her IAIP which may include additional opportunities to retake the measurement.

Such remediation shall not require the student to pass a subsequent college and career readiness measurement in order to graduate from high school.

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

In addition to the possibility of retention or withholding of course credit, students who either refuse to sit for a State assessment or attempt to boycott a State assessment by

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

CLASSIFICATION OF STUDENTS (Starting with the graduating class of 2007)

End of Freshman year – 4 units of credits	End of Sophomore year – 10 units of credits
End of Junior year – 15 units of credits	End of Senior year – 22 units of credits

STUDENT ACCELERATION

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

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the building principal and the gifted and talented program coordinator who shall convene the individuals necessary to make an informed decision which shall include the student's parents or guardians.

While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring which gives adequate time for working through the determination process and for preparing those

concerned for a smooth transition to the acceleration beginning in the following school year.

The building level principal and the district's gifted and talented program coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.

The data gathering of the gifted and talented coordinator and committee will be under the direction of the building principal. The recommendation for acceptance or denial of acceleration by grade skipping shall be made by the committee and submitted to the superintendent. The superintendent, upon review, shall submit the request along with all documentation used to uphold the decision to the board of education. The board of education will approve or deny the recommendation for acceleration by grade skipping. The board of education decision will be final.

ABSENCES

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

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

Excused Absences

Excused absences are those for which the student was on official school business or when the absence was due to one of the reasons listed herein. The student is also required to bring a written statement to the principal or designee, upon his/her return to school from the parent or legal guardian stating such reasons. A written statement presented for an absence having occurred more than three (3) school days prior to its presentation will not be accepted.

1. General student illnesses or contagious illnesses that could jeopardize the health of other students

A maximum of six (6) such days are allowed per semester unless the conditions(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.

2. Death or serious illness in the student's family
3. Observance of recognized holidays observed by the student's faith
4. Attendance at an appointment with a government agency
5. Attendance at a medical appointment
6. Exceptional circumstances with prior approval of the principal; or attendance director
7. Participation in an FFA, FHA, or 4-H sanctioned activity
8. Participation in the election poll workers program for high school student
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting

The number of additional excused absences shall be at the discretion of the superintendent or designee.

10. Any other documented reason of one to two days absence deemed to be appropriate to the Superintendent and/or designee

Unexcused Absences

Absences not defined above or not having an accompanying note from the parent or legal guardian, presented in the timeline required by this policy, shall be considered as unexcused absences. Student with four (4) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has two (2) unexcused absences, his/her parents, guardians, or person in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds 4 unexcused 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.

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 arrangement 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 be unexcused absences.

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

Applicants for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or a public, private, or parochial school prior to receiving an instruction permit. To be issued a driver's license, a student enrolled in school shall present proof of a "C" average for the previous semester or similar equivalent grading period for which grades are reported as part of the student's permanent record.

TARDIES

When a student has received three (3) tardies to school, they will receive one day of morning detention. Each tardy after the 3rd, will result in an additional day of morning

detention. If excessive tardiness occurs, the student has the possibility of receiving after school detention or in-school suspension. All tardies will be removed at the end of each nine weeks period.

Each student who is sent to the office during the school day as tardy will receive discipline at the discretion of the administration. Whether the student is sent to the office is at the discretion of the teacher. Tardy is defined as failure to be inside the classroom prior to the second bell.

HONORS AND AWARDS

Each year near the end of the school year, a special assembly is held at which time awards are given to students for outstanding work done in various subjects and departments. Subject awards are given on the basis of academic standing in each subject. There is no limit to the number of awards a student may win. Superintendent's awards are given to students earning no grade below a B in all classes for all quarters during the school year. Perfect attendance awards are given to students who are neither absent nor tardy any part of the school day. Commendable attendance is given to students attending a total of 97% of the total school term and have not been subject to disciplinary actions regarding existing attendance policies concerning per period absence or truancy. Scholarships are awarded at a separate assembly. Parents and patrons are welcome to attend all honors or awards assemblies.

MANILA HOMEWORK POLICY

It shall be the policy of the Board of Education to delegate the responsibility of assigning homework for students in grades 5-8 to the professional staff.

Homework in grades 5-8 will be assigned in accordance with the following guidelines:

1. Homework will be considered as any assigned work to be completed by the student outside of the classroom.
2. The professional staff will exercise judgment relative to the quantity and frequency of homework.
3. Students may be assigned homework on a daily basis.
4. Failure to complete homework or cheating on homework will result in lowered grades, failing grades, or retention. Other disciplinary action or academic interventions may also be required.

Parents shall be notified of this policy at the beginning of each school year.

MAKE-UP WORK

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

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

Work may not be made up for credit for unexcused absences **unless** the absences are part of a signed agreement as permitted by policy 4.8 (ABSENCES). Out-of-school suspensions are unexcused absences.

Work missed while a student is expelled from school may not be made up for credit and students shall receive a zero for missed assignments.

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

Make-Up Schedule

School Activities

Prior to the day of a school activity, the student must be responsible for:

- turning in assignments due on the activity day
- acquiring assignments that will be given on the activity day
- making arrangements to take tests given on the activity day

Regular Short-Term Absences

- For short term absences (up to five days), students have one day for each excused absence/activity to make up missed homework or assignments.

Regular Long-Term Absences

- For long term absences (more than 5 days), the make-up schedule will be determined by the principal.

GRADING

Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine-week grading period to keep parents/guardians informed of their student's progress.

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

The grades of a child in foster care shall not be lowered due to an absence from school due to:

1. A change in the child's school enrollment;
2. The child's attendance at a dependency-neglect court proceeding; or
3. The child's attendance at court-ordered counseling or treatment.

It shall be the policy of the Board of Education that grades assigned to students for performance in a class shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that reflect other educational objectives may also be assigned. Points will neither be awarded nor taken away from grades for non-academic reasons.

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

A = 100-90

B = 89-80

C = 79-70
D = 69-60
F = 59 and below

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

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

The grade point values for AP courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points.

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

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had 40 days. A student transferred in with a grade of 83% earned in 10 days at the previous school. The student had a grade of 73% in our district's school earned in the remaining 30 days of the grading period. 10 days is 25% of 40 days while 30 days is 75% of 40 days. Thus the final grade would be $.25(83) + .75(73) = 75.5\%$.

EARLY GRADUATION POLICY

Manila High School allows for a 3-year graduation plan upon recommendation by the high school principal and approval from the superintendent and Manila School Board. This plan must be in place for the student to actually participate in the graduation ceremony. In order to complete the 22 units needed for graduation with a high school diploma, students who wish to be an early graduate have to complete some units outside the regular school day. Off campus classes must be approved by the high

school principal before they will be considered as part of the graduation requirements. All off campus classes must be completed by the end of the 1st semester of their senior year.

Students who wish to participate in early graduation must make application to do so during the pre-registration/scheduling period prior to their junior year in order to be projected for graduation and to participate in the graduation ceremony. This MUST be done so that the counselor can advise the student what courses would be needed for early graduation. Planning will be provided by the counselor so that the student meets all requirements necessary such as required classes, credits, scholarships, testing, financial aid, and other senior concerns. It is also necessary for the parents/guardians to meet with the counselor and principal to insure understanding of current policies and requirements.

Parents of students who wish to graduate early, must submit a letter to the principal stating why they feel their child would benefit from the early graduation program. It must be turned into the principal by May 1st of their sophomore year.

A student who is graduating early may obtain honor and high honor recognition if they meet all criteria required by policy. However, they may not receive Valedictorian or Salutatorian status.

*** Please note: Concurrent enrollment at local colleges requires a specific ACT score and grade point average. These are set by the college in order to help insure success.

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2017, AND 2018

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a Smart Core Waiver form to not participate. While Smart Core is the default option, both a Smart Core Informed Consent Form and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students permanent records. This policy is to be included in student handbooks for grades 6-12 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 requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained

personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

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.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year 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 any or all of the 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;
- Discussions held by the school's counselors with students and their parents; 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.

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 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.

Unless exempted by a student's IEP, all students must successfully pass all end-of-course (EOC) assessments they are required to take or meet the remediation required

for EOC assessment to receive academic credit for the applicable course and be eligible to graduate from high school.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (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).

- Algebra I or Algebra A & B* which may be taken in grades 7-8, 8-9 or 9.
- Geometry or Investigating 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

- Algebra II and
- A math unit 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 Statistics, or any of several IB or Advanced Placement math courses. (Comparable concurrent credit college courses may be substituted where applicable); or
- One unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, IB Computer Science, or other options approved by ADE.

Natural Science: a total of three (3) units with lab experience chosen from One unit of Biology; and either;

Two units chosen from the following three categories (there are acceptable options listed by the ADE for each).

- Physical Science
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

One unit from the three categories above and one unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, IB Computer Science, or other options approved by ADE.

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World History-one unit
- American History/AP U.S. History- one unit

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

Economics- one half (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 (1/2) unit

Career Focus: Six (6) units – at least two of the Career Focus units must be of the same foreign language.

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.

CORE: Sixteen (16) units

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

Oral Communications: one-half (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)
- One unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and mathematics, AP Computer Science, IB Computer Science, or other options approved by ADE may be substituted for 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

- At least one (1) unit of Biology or its equivalent
- Two units chosen from the following three categories:
- Physical Science;
 - Chemistry;
 - Physics; or

One unit from the three categories above and one unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, IB Computer Science, or other options approved by ADE.

Social Studies: three (3) units

- Civics – one half (1/2) unit
- World History – one (1) unit
- American History– one (1) unit

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

Economics- one half (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 (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.

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2018 AND THEREAFTER

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, both a *Smart Core Informed Consent Form* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the student's permanent records. This policy is to be included in student handbooks for grades 6-12 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 requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

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.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year 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 any or all of the 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;
- Discussions held by the school's counselors with students and their parents; 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.

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 22 units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Arkansas

The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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 .5 credits while in high school.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (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.)

- Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9
- Geometry or Investigating 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.

- Algebra II; and
- The fourth unit may be either;

- A math unit 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 Statistics, or any of several IB or Advanced Placement math courses

(Comparable concurrent credit college courses may be substituted where applicable) or;

One unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, IB Computer Science, or other options approved by ADE.

Natural Science: a total of three (3) units with lab experience chosen from

One unit of Biology; and either

Two units chosen from the following three categories (there are acceptable options listed by the ADE for each)

- Physical Science
 - Chemistry
 - Physics or Principles of Technology I & II or PIC Physics; or
- One unit from the three categories above and one unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, IB Computer Science, or other options approved by ADE.

Social Studies: three (3) units

- Civics one-half ($\frac{1}{2}$) unit
- World History - one unit
- American History - one 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.

CORE: Sixteen (16) units

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

Oral Communications: one-half (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)
- one unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, IB Computer Science, or other options approved by other options approved by ADE may be substituted for 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

- at least one (1) unit of biology or its equivalent and

Two units chosen from the following three categories:

- Physical Science;
- Chemistry;
- Physics; or

One unit from the three categories above and one unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, IB Computer Science or other options approved ADE.

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World history, one (1) unit
- American History, one (1) unit

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

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

Fine Arts: one-half (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.

HONORS PROGRAM CURRICULUM (BEGINNING 2007-08)

English	4 – English (English 9 th , 10 th , 11 th , 12 th , AP 11 th or AP 12 th)
Math	4 – Algebra I & II and Geometry (required) 4 th math may be chosen from Advanced Topics, Pre/Cal, AP Calculus, Algebra III.
Science	3 – Chosen from Physical Science, Biology, Chemistry, Physics, AP Chemistry
Social Studies	3 – Civics, World History, American History or AP US History
Physical Education	½
Health	½
Oral Communications	½
Fine Arts	½
Career Focus	6 – (two of the Career Focus units must be of the same foreign language)
Total	22 GPA 3.50 or better

1. A unit of credit shall be defined as the credit given for a course which meets for the equivalent of a regular school period each day for a full school year.
2. All high school students' grades 9-12, shall take at least three hundred sixty (360) minutes of academic courses daily. Courses taken at post secondary institutions by

qualified teachers may count as one or more of these required courses upon approval.

3. No student who is in ISS or out of school suspension at the time of commencement will be allowed to participate in any graduation exercises. All fees, dues, and school property must be paid for and/or returned two weeks prior to graduation. Only students who have completed all requirements for graduation will be allowed to participate in the commencement ceremonies.
4. All seniors must attend every graduation rehearsal in order to participate in the commencement ceremony. If an extenuating circumstance arises that prevents a senior from attending the rehearsals, the matter will be taken under advisement by the sponsors, principal and Superintendent.
5. Credit for correspondence and/or college courses required for graduation must be completed and approved by the end of the fall semester to be eligible for graduation in May.
6. To be eligible for Valedictorian, Salutatorian or Honor Graduate students must complete the above course requirements and maintain a 3.5 cumulative grade point average by the end of the second semester of their senior year. In addition, in order to receive recognition as Valedictorian or Salutatorian the student must attend Manila High School the final three semesters prior to graduation.

BEGINNING WITH THE GRADUATING CLASS OF 2007-2008

A student's GPA will be determined by the grades received on credit classes. All credit classes attempted, grades 8-12 (Algebra I only – 8th grade) will be counted in the GPA, with the exception of those students who will receive "High Honors" (explained under honor and high honor).

Point values for calculating GPA and class rank are as follows for "Honors" and "High Honors":

Grading Scale (all classes)	Regular and Pre-AP	AP/IB/Honors Courses
A 90 – 100%	A 4.0 pts.	A 5.0 pts.
B 80 – 89%	B 3.0 pts.	B 4.0 pts.
C 70 – 79%	C 2.0 pts.	C 3.0 pts.
D 60 – 69%	D 1.0 pt.	D 2.0 pts.
F 50 – 59%	F 0.0 pts.	F 0.0 pts.

In order to receive weighted credit for Advanced Placement/International Baccalaureate and approved ADE honor courses level courses, students must take the appropriate AP exam. Weighting will be reduced to a 4.0 scale on the final transcript for students who do not take the AP exam.

Manila High School will award weighted credit only to Advanced Placement/International Baccalaureate and ADE approved Honors courses regardless of weighting applied to other courses at schools from which students may transfer.

Final class rankings will be computed on the basis of eight semesters. Students will be advised on preliminary GPA and class rankings at the end of the seven semesters.

Academic recognition will be given in two categories. Graduation with “Honors” will be the recognition for students who have earned a GPA of 3.50 – 4.0. Graduating with “High Honors” will be the recognition given for students who have earned a GPA higher than 4.0.

High school students who have taken Advanced Placement/International Baccalaureate and ADE honor courses and who’s GPA exceeds 4.0 “High Honors” will have their GPA and class rank figured on the number of credits required for graduation (22). This is to prevent students from being penalized for a larger number of credit classes. All Advance Placement/International Baccalaureate and ADE honor grades will be counted in the 22 credits. Any grades lower than an “A” must be included in the 22 credits. The senior(s) with the highest grade point average (GPA) after eight semesters will be named Valedictorian(s). The senior(s) with the second highest GPA after 8 semesters will be named Salutatorian(s).

ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, AND HONOR COURSES

Students in grades 7-12 who take Advanced Placement /International Baccalaureate courses, or ADE approved honors, or concurrent credit college courses shall be graded according to the following schedule:

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

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

- A = 5 points
- B = 4 points

C = 3 points
D = 2 point
F = 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course, the student's course must have been taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and ADE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan.

Additionally, for students taking Advanced Placement/ International Baccalaureate or ADE approved honor courses shall receive weighted credit they must take the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but be retroactively removed from a student's grade for any course in which the student fails to take the applicable AP exam. Students who do not take the AP exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP course.

"Honors Courses" are those courses that have been approved by a Department of Education Committee as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation, Arkansas Public Schools.

Students who transfer into the district will be given weighted credit for the Advanced Placement/International Baccalaureate and ADE approved Honors courses only, regardless of the weighting system applied in other school districts. All other credit will be counted on a 4.0 scale.

**ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
ADVANCED PLACEMENT LITERATURE AND COMPOSITION
9TH AND 10TH GRADE PRE-ADVANCED PLACEMENT ENGLISH**

Requirements:

- Beginning with the 2009-2010 school year, students must take a pre-AP English course in the 9th and/or 10th grade to be eligible for AP Language and/or AP Literature
- Students must have summer assignments completed by the first day of school the following August; if work is not completed and turned in on the first day back

to school, the student will be dropped from pre-AP or AP English and enrolled in regular English

- Any new transfer student that wants to take a pre-AP or AP English course but missed the summer assignment will have one month to make it up from that student's first day of school.
- No late work is accepted; student will receive 0% for any work that is late
- Students wanting to take pre-AP or AP English must sign, along with their parents, a contract, discussing the requirements and difficulty level of the course, before the school year begins.
- If at any 9 weeks grading period a student has an F, that student will be immediately dropped and enrolled in regular English
- If at any 9 weeks grading period, a student has a D, that student will be strongly recommended to drop and enroll in regular English
- All students enrolled in AP Language and Composition and AP Literature and Composition must take the AP exam at the end of the year.

**Any other circumstances and all final decisions related to pre-AP and AP courses will be at the English teacher's' and principal's discretion.

DIGITAL LEARNING COURSES

Definitions

For the purposes of this policy

“Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

“Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

“Highly Qualified Teacher” means a teacher who holds at least a Bachelor's Degree and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education. This definition, however, does not override the fact that Federal laws or regulations may require teachers in certain subject areas to hold a teaching license (e.g., special education teachers who teach core academic subjects).

"Instructional Materials" means:

1. Traditional books, textbooks, and trade books in printed and bound form;
2. Activity-oriented programs that may include:

- a. Manipulatives;
 - b. Hand-held calculators;
 - c. Other hands-on materials; and
3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

“Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

Digital Course Offerings

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format and shall be tailored to meet the needs of each student.

All digitally offered courses shall meet or exceed the State Board of Education's curriculum standards and requirements and be capable of being assessed and measured through standardized or local assessments. Additionally, the District shall ensure there is sufficient infrastructure to handle and facilitate a quality digital learning environment.

As an approved digital learning provider, the District shall annually determine what District created digital learning courses it will provide to our students. The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by the Arkansas Department of Education (ADE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by ADE.

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8-USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

Students must be physically present for each digital learning class he/she takes.

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.

Regardless of any other provisions of this policy, the District may restrict a student's access to digital courses when the student's school principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's school principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

SENIOR PARTICIPATION IN GRADUATION ACTIVITIES

At the end of the first semester, any student classified as a senior who cannot demonstrate by virtue of their accumulated units of credit and documentation of second semester class enrollment the ability to meet graduation requirements will be ineligible for all senior graduation activities during the second semester. Second semester class enrollment must be at Manila High School in order to count toward graduation. All concurrent credit classes are required to be completed by the end of the first semester of their senior year.

COLLEGE DAYS

Each senior will receive two (2) college days per year. The student must report to the office the day prior to the visit and fill out the proper paperwork. The student must also bring documentation from the college and file it in the principal's office or the absence will be unexcused.

CONCURRENT CREDIT

A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

A student who takes a three-semester hour remedial/developmental education course, as permitted by the ADE Rules Governing Concurrent College and High School Credit, shall be the equivalent of one-half unit of credit for a high school career focus elective.

The remedial/developmental education course cannot be used to meet the core subject are/unit requirements in English and mathematics.

Participation in the concurrent high school college credit program must be documented by a written agreement between:

- The District's student, and his or her parent(s) or guardian(s) if the public school student is under the age of eighteen (18);
- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 (see Policy 4.44) are to be received by the school within 10 school days of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize student's eligibility for extracurricular activities, graduation or awards.

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

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

HOMECOMING REQUIREMENTS

1. Must maintain a 2.00 GPA
2. Must have attended Manila High School one semester prior to election.
3. No expulsions (9th-12th grade)
4. No OSS (out of school suspensions) during the current school year.
5. No more than one ISS offense, with 2 days maximum penalty.
6. If a student has been placed in ISS (In School Suspension), for a cumulative number of days of two or less, the ISS suspension must be completed by 3:15 on the day of Homecoming in order for the student to participate as a maid or escort.
7. Eligibility will be verified according to the above rules.
8. Homecoming election will be held no more than 11 (eleven) days prior to the Homecoming event.

ALTERNATE LEARNING ENVIRONMENTS

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE shall not be punitive in nature.

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent or legal guardian (if they choose to participate);
 - The District shall document its efforts to contact the student's parent or guardian to schedule a meeting or a phone call for a placement meeting at the parent or guardian's convenience, and maintain such documentation in the student's Student Action Plan (SAP).
- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

Students who are placed in the ALE shall exhibit at least two of the following characteristics a through l:

- a) Disruptive behavior;
- b) Dropping out from school;
- c) Personal or family problems or situations;
- d) Recurring absenteeism;

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

- e) Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- f) Abuse: physical, mental, or sexual;
- g) Frequent relocation of residency;
- h) Homelessness;
- i) Inadequate emotional support;
- j) Mental/physical health problems;

- k) Pregnancy; or
- l) Single parenting.

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE, the parent or legal guardian (if they choose to participate), and the student, outlining the responsibility of the ALE, parent or legal guardian, and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student that is in compliance with the Arkansas Department of Education (ADE) Rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADE Rules.

CHANGING SCHEDULES

Daily programs may be changed with the permission of the counselor. Schedule changes will be considered only if a student has a logical reason for requesting changes. Students should obtain a schedule change request form from the counselor, have the teacher whose class they are withdrawing from sign the form and return it to the counselor. First semester, no changes will be made after the classes have been in session for a one-week period. Changing schedules at the end of the first semester will be permitted only upon the recommendation of the counselor or principal. If the principal, counselor, teacher and parent see a need to change a student's schedule throughout the year for extenuating circumstances, it will be decided between the above-mentioned persons.

WITHDRAWALS

Any student who plans to withdraw should notify the principal's office of these intentions. Withdrawal procedures will be explained at this time.

CURRICULUM OFFERINGS

AGRICULTURE

Leadership

1/2

MMS 100

Small Engine Technology	½
Ag Mechanics	1
Ag Metals	1
Ag Business	½
Ag Marketing	½
Survey of Agriculture Systems	1
ART	
Art I	1
Art II	1
Advanced Art	1
BUSINESS EDUCATION	
CBA	1
Digital Layout & Design (fall)	½
Computerized Accounting	1
Digital Media (fall)	½
Digital Audio/Video Productions (spring)	½
Office Management	1
Digital Imaging & Digital Media (spring)	½
Essentials of Computer Programming	1
FAMILY AND CONSUMER SCIENCE	
Family Consumer Science	1
Leadership & Service Learning (spring)	½
Parenting (fall)	½
Food & Nutrition (fall)	½
Clothing Management I (fall)	½
Dietetics I (fall)	½
Nutrition & Wellness (spring)	½
Chemistry of Foods (spring)	½
Food Safety (fall)	½
Human Relations (spring)	½
Child Development (spring)	½
LANGUAGE ARTS	
English Pre-AP 9th grade	1
English 9	1
English Pre-AP 10th grade	1
English 10	1
English 11	1
English 12	1
AP English 11 (Language & Composition)	1
AP English 12 (Literature)	1

Spanish I	1
Spanish II	1
French I	1
French II	1
Journalism I (provided through distance learning)	1
Oral Communications (Speech)	½
Drama	½
Transitional Literacy Ready	1
MATHEMATICS	UNITS
Algebra A	1
Algebra B	1
Pre-AP Algebra I	1
Algebra I	1
Algebra II	1
Algebra III	1
Pre-AP Geometry	1
Geometry	1
Bridge to Algebra II	1
Pre-Calculus	1
Advanced Topics and Modeling in Mathematics	1
AP Calculus	1
Transitional Math Ready	1
MUSIC	
Instrumental Music I, II, III, IV	1
Vocal Music I, II, III, IV	1
PHYSICAL EDUCATION	
Physical Education	1
Health and Safety	½
Color Guard	Non-credit
Drivers Ed	Non-credit
SCIENCE	
Biology	1
Pre-AP Biology	1
Pre-AP Chemistry	1
Chemistry	1
AP Chemistry	1
Pre-AP Physical Science	1
Physical Science (required by all 9th grade students)	1
Physics	1
Environmental Science	1

SOCIAL SCIENCE

Pre-AP Civics	½
Civics	½
Economics	½
Pre-AP Economics	½
American History	1
World History	1
AP U.S. History	1
Contemporary History	½
Arkansas History	½

ADDITIONAL CAREER FOCUS

EAST Program I, II, III, IV	1
Programming I (fall)	½
Programming II (spring)	½

BURDETT CLASSES

Welding Technology	1
Shielded Metal Arc Welding	1
Gas Metal Arc Welding II	1
Gas Tungsten Arc Welding II	1
Human Behavior & Disorders and Abnormal Psychology	1
Human Anatomy & Physiology	½
Foundations of Law Enforcement	1
Crime Scene Investigation	1
Orientation to Teaching I (must be 11th or 12th grade)	1
Orientation to Teaching II (must be 11 th or 12 th)	1
Brakes	1
Engine Performance	1

DIGITAL LEARNING CLASSES

ACT Prep	½
Survey of Fine Arts	½
Personal Finance	½
Algebra I	1
Algebra II	1
Journalism	1
Introduction to Hospitality	½
Introduction to Travel & Tourism	½
Travel Destinations	½
Fashion Merchandising	½

Sports & Entertainment Marketing	½
Introduction to Finance	½
Banking & Finance	½

Distance Learning classes or other electives may be subject to change.

MIDDLE SCHOOL BELL SCHEDULE

8:00	First Bell
8:05-8:50	1 st period
8:55-9:40	2 nd period
9:45-10:30	3 rd period
10:35-11:25	4 th period
11:25-12:15	5 th period
12:15-12:45	LUNCH
12:50-1:35	6 th period
1:40-2:25	7 th period
2:30-3:15	8 th period

STUDENT PUBLICATIONS AND THE DISTRIBUTION OF LITERATURE

Student Publications

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

1. Advertising may be accepted for publications that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorse such things as tobacco, alcohol, or drugs.
2. Publications may be regulated to prohibit writings which are, in the opinion of the appropriate teacher and/or administrator, ungrammatical, poorly written,

inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

3. Publications may be regulated to refuse to publish material which might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order, or to associate the school with any position other than neutrality on matters of political controversy

Prohibited publications include:

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

Student Publications on School Web Pages

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

1. Not contain any non-educational advertisements. Additionally, student web publications shall;
2. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4:13 including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of 18.
3. State that the views expressed are not necessarily those of the School Board or the employees of the District.

Student Distribution of Non School Literature, Publications, and Materials

A student or group of students who distribute ten (10) or fewer copies of the same non school literature, publications, or materials (hereinafter "non school materials"), shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly educational environment. A student or group of students wishing to distribute more than ten (10) copies of non school materials shall have school authorities review

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

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

The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non school materials;
3. Allow no interference with classes or school activities;
4. Specify times, places and manner where distribution may and may not occur;
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations

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

CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

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

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

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

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

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

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

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

STUDENT ORGANIZATIONS/EQUAL ACCESS

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

- The meeting is to be voluntary and student initiated;
- There is no sponsorship of the meeting by the school, the government, or its agents or employees;

- The meeting must occur during non-instructional time;
- Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
- The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.

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

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

CLUB SPONSORS / ACTIVITY SPONSORS

Robotics	Baker
MMS Beta	Baker
Fire Marshall	Deaton
FBLA	Hawkins
VCY	Pryor
TABU	Shedd

ACTIVITY SPONSORS

Band- Myers	Basketball-Wimberley/Fowler/Deaton
Football- Castor	Baseball-Crane
Choir/Color Guard-Humway	Cheerleading-McCallie

EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

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

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

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

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school versus school basis.

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

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal. Additionally, a student’s participation in, and the District’s operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

ACADEMIC REQUIREMENTS: Junior High (Includes 9th grade for high school)

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by ADE's Standards for Accreditation of Arkansas Public Schools.

The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by ADE's Standards for Accreditation of Arkansas Public Schools.

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

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

ACADEMIC REQUIREMENTS: Senior High

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

- 1) Have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester; or
- 2) If the student has passed four (4) academic courses the previous semester but does not have a 2.0 GPA the student must be enrolled and successfully participating in an SIP to maintain their competitive interscholastic extracurricular eligibility. Participation in the SIP shall be at the discretion of the coach and athletic director who will determine whether SIP is offered any given semester.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

ARKANSAS ACTIVITIES ASSOCIATION

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

Intrascholastic Activities

AAA Governed Activities

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

Non-AAA Governed Activities

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

PARENTAL/COMMUNITY INVOLVEMENT – DISTRICT

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

1. Involve parents and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective 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, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement;
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 other parental involvement activities as parents may reasonably request.

PARENTAL/COMMUNITY INVOLVEMENT – SCHOOL

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

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

To help promote an understanding of each party's role in improving student learning, Manila School shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards. Manila Schools shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents of participating students, to inform parents of the school's participation in Title I, its requirements regarding parental involvement, and the parents right to be involved in the education of their child. Manila School shall, at least annually, involve parents in reviewing the school's Title I program and parental involvement policy in order to help ensure their continued improvement.

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

MANILA MIDDLE SCHOOL PARENT INVOLVEMENT PLAN

Manila Middle School understands the importance of parents in promoting higher student achievement and general good will between the school and those it serves. Therefore, Manila Middle School will 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 community. To achieve such goals, the school will work to:

1. List various communication strategies used in your school to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

1. Remove all barriers to provided positive parental involvement. The school will pay attention to the policies that affect students and parents who are economically disadvantaged, disabled, limited English proficient, limited literacy, or who are of racial or ethnic minority. School policies will be reviewed and revised if necessary.
2. The school will create a Web site to house classroom Web sites for each teacher. Homework assignments and pertinent classroom information will be available on classroom Web sites. Also, parents can access their child's grades using a PIN number they received at the beginning of the school year. Parents may use e-mail to communicate with members of the school staff.
3. Teachers will routinely contact parents on an individual basis to communicate about their child's progress.
4. The school will use the student handbook, school Web site, signage at the school entrance, and open house meeting about the Schoolwide Title I Plan and how to get a copy upon request.
5. The school will provide training for parents on the new online communication system.
6. The school will provide to parents reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events.

2. List the proposed parent meeting, conferences and activities regularly throughout this year and the dates providing flexible meeting times that you have planned to increase parental involvement and build staff and parent capacity to engage in these types of effort.

The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:

- Teacher Assistant (All Year)
- Parent Lunch with Students (All Year)
- Awards Day Presentation (May 2018)
- Field Day Volunteers (May 2018)
- PBIS Activities (Monthly)
- Parent Education Workshops (August 2016)
- Orientation Presentations (August 2016)
- Open House (August 2016)
- PAWS Parent Group (Online Connection- All Year)
- Red Ribbon Week (October 2016)
- Choir Concerts (December 2016, March 2017)
- Band Concerts (December 2016, March 2017)
- Parent Committee, ACSIP Committee
- Space Camp (May 2017)
- Fall Festival (September 2016)
- St. Jude Penny War (2017)
- March of Dimes Walk (2017)
- Thanksgiving Can Food Drive (November 2016)
- Nursing Home Gifts (December 2016)
- Parent Teacher Conference (October 2016, March 2017)
- Progress Reports (September, November, February, April)
- Library assistant/ Book Fair Clerk (Fall 2017) (Spring 2018)

3. How will your school provide information to parents about volunteer opportunities (must include state mandated parent training)?

- The School will provide opportunities for parents and community members to support the instructional program through such programs as Guest Speakers and Tutors.
- The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during parent meetings. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.

- Parents will be provided support and helpful resources through the Middle School Website and Parent Room.
- Teachers will be provided professional development in the area of Parent Involvement
- The principal will also be trained in parent involvement.
- The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during parent meetings. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.
- Parents will be provided support and helpful resources through the Middle School Website and Parent Room.
- Teachers will be provided professional development in the area of parent Involvement. The principal will also be trained in parent involvement.

4. How will your school work with parents to create a School-Parent-Compact?

School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact. The compact will be included in the back to school packet.

5. How will your school provide opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan, and the Annual Title I Meeting to engage them in the decision-making processes regarding the school's Title I, Part A Program?

The school will engage parents in decision making about the allocation of its Title I, Part A funds for parental involvement.

Parents will serve on the ACSIP and Handbook Committee. These parents will help revise the plans yearly.

Alumni of the school will be asked to serve on the Advisory Committee.

The Middle School will support the parent group organization which is called PAWS.

6. How will your school provide resources for parent?

- Parents may check out materials, use the computer to check grades, and visit educational Websites in the Parent Center.
- Manila Middle School will distribute informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year, and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mail...).
- Manila Middle School will purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review.
- The school handbook will outline the process for resolving parental concerns, including how to define a problem, who to approach first, and how to develop solutions.
- LeAnn Helms will serve as the Parent Facilitator for the Middle School.

7. How will your school engage parents in the evaluation of your parental involvement efforts?

The school will engage parents in the annual evaluation of the Title I, Part A Program's, parental involvement efforts through an annual evaluation using a Comprehensive Needs Assessment filled out by teachers, parents and school staff. The Title I committee, made up of teachers, parents and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth.

8. How will your school use the parent interest surveys to select, plan and implement parental involvement activities that will be offered throughout the year?

The school will use the results of the parent interest survey and will be used to plan the parental involvement activities for the year. The school will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parental involvement plan evaluation.

9. When will your school plan the Annual Title I Meeting?

Manila Middle School will host an Annual Title I Meeting. The agenda, the sign-in sheet and the minutes for this meeting must be generated separately from any other events and kept on file in the school's office. August 14, 2017

Trena Shedd- Middle School Parent Facilitator

MANILA SCHOOL DISTRICT

To: Instructors, Staff and Students

From: Superintendent

In keeping with the guidelines of the Title VI, Section 601, Civil Rights Act of 1964; Title IX, Section 901, Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, Manila School District assures that no person in the United States shall, on the basis of race, color, national origin, age, sex, or handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

EQUAL EDUCATIONAL OPPORTUNITY

To: Instructors, Staff and Students

From: Superintendent

No student in the Manila School District shall, on the grounds of race, color, religion, national origin, sex, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. Inquiries on non discrimination may be directed to, contact Pamela Castor, Superintendent MSD at (870)561-4419.

**COORDINATOR, TITLE VI
(not specifically required by regulation)**

Title IX Coordinator..... Pamela Castor
P.O. Box 670
Manila, AR 72442
(870) 561-4419
Section 504 Coordinator..... Pamela Castor
P.O. Box 670
Manila, AR 72442
(870) 561-4419

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

NON DISCRIMINATION POLICY STATEMENT

In keeping with the guidelines of the Title VI, Section, 601, Civil Rights Act of 1964; Title IX, Section 901, Education Amendments of 1982, and Section 504 of the Rehabilitation Act of 1973; Manila School District assures that no person in the United States shall, on the basis of race, color, national origin, age, sex, or handicap be excluded for the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Coordinator:	Title VI, Superintendent
Address:	P.O. Box 670 Manila, AR 72442
Phone:	870-561-4419

Coordinator:	Title IX, Superintendent
Address:	P.O. Box 670 Manila, AR 72442
Phone:	870-561-4419

Coordinator:	Section 504, Superintendent
Address:	P.O. Box 670 Manila, AR 72442
Phone:	870-561-4419

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

**PARENT / STUDENT
STATEMENT OF RESPONSIBILITY**

Student's Name _____

Date _____

The statement below must be signed and returned to the school within one (1) week after the student receives it. If, after one (1) week, the student has not returned the form, he/she will not be permitted to attend class until he/she does comply.

We have received the Manila Schools Handbook for students' conduct and discipline and although may not agree with all the regulations, we understand that the student must adhere to them while he/she is at school 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 the policy.

Student's Signature

Parent/Guardian Signature

Date