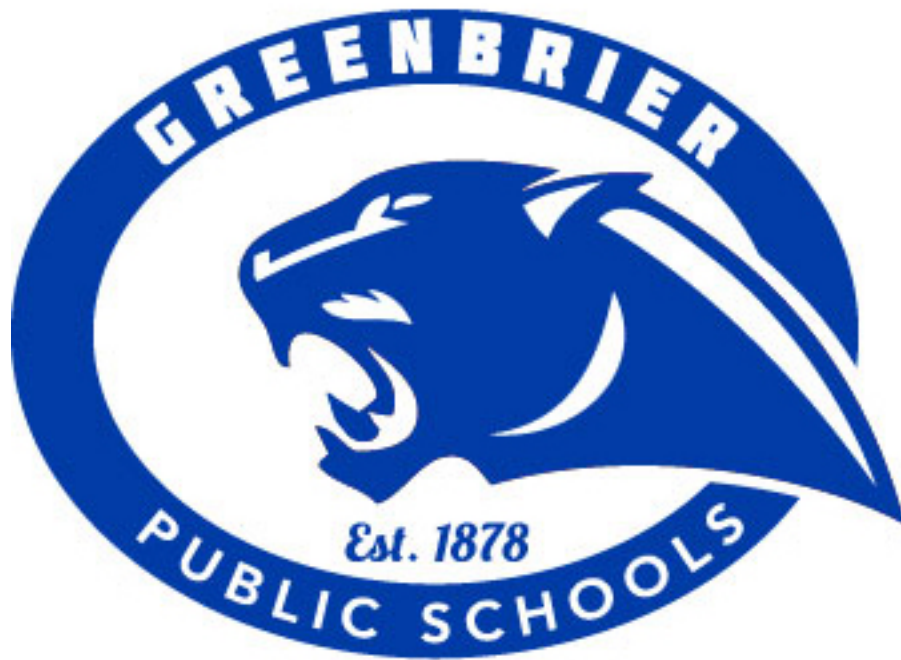


Greenbrier Public Schools

Student Policies

2021-2022



“Whatever it takes”

JULY 2021

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

- 4 Teacher PD (No School)
- 5 Start of 2nd Semester
- 17 MLK, Jr. Day (No School)

JANUARY 2022

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

AUGUST 2021

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

- 16 First Day of School

- 8 Early Release: Elementary Conferences/ Secondary Curriculum
- 10 Early Release: Secondary Conferences/ Elementary Curriculum
- 21 President's Day (No School)

FEBRUARY 2022

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

SEPTEMBER 2021

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

- 6 Labor Day (No School)

- 21-25 Spring Break

MARCH 2022

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

OCTOBER 2021

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

- 19 Early Release: Secondary Conferences/ Elementary Curriculum
- 21 Early Release: Elementary Conferences/ Secondary Curriculum

- 15 Good Friday (No School)

APRIL 2022

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

NOVEMBER 2021

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

- 1 Teacher PD (No School)
- 22-26 Thanksgiving Break

- 27 Last Day of School
- 30 Memorial Day

MAY 2022

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

DECEMBER 2021

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

- 20-31 Christmas Break

JUNE 2022

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

Our Vision

Whatever It Takes...

Our Mission

The mission of the Greenbrier School District is to educate all students in a safe environment. We will provide a challenging curriculum for each student that promotes higher level thinking skills and develops working skills in technology. We are committed to empowering our students to become life-long learners, to be accountable for their own learning, and to develop skills necessary to be a responsible citizen in an ever-changing world.

Our Core Beliefs

Children Come First

- *Students expect and deserve a safe learning environment.*
- *Children are the center of the decision-making process.*
- *We have high expectations and standards for all children.*
- *Supportive services are provided to enable children to reach their full potential.*

The Classroom is the Most Important Place in the District

- *Every child has a greater opportunity to learn with an effective teacher.*
- *Collaboration among staff promotes high levels of student achievement.*
- *Focused support is provided so students will be successful.*
- *Educating all students requires a rigorous and relevant curriculum.*

Leadership and Accountability are Keys to Our Success

- *Leadership articulates the vision and moves the organization forward.*
- *Accountability holds us to high standards and expectations.*
- *All school personnel must model responsible citizenship.*
- *Great schools are led by great principals and great teachers.*

Board of Education

Greg Oaks, President

Jennifer Hill, Vice President

Jeremy Riddle, Secretary

Randy Goodnight

Mat Wilcox

Greenbrier School Administration

Scott Spainhour, Superintendent

Kelli Martin, Deputy Superintendent

Stephanie Worthey, Assistant Superintendent

Bryce Bennett, Director of Teaching and Learning

Lisa Huffmaster, Special Services Director

Kristin Howarth, Child Nutrition Director

B.J. Burgess, Director of Technology

Todd Havens, Maintenance Director

Terry May, Transportation Director

Stephen Wood, Athletic Director

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Greenbrier, AR 72058

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Students interested in graduating early should contact their counselor and submit a completed early graduation request packet to the Greenbrier High School Counseling Office no later than April 1 of their sophomore year. A student must have completed 16 credits by the end of the sophomore year to be considered for early graduation. Courses will not be offered out of sequence for the purpose of graduating early. A conference will be held with the student, the student’s parent/guardian, the student’s counselor, and the high school principal to review the request. Students must agree and adhere to the guidelines of the early graduation application and meet all Greenbrier Public Schools graduation requirements. This information is located in the counseling center.	80
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TRANSPORTATION

Bus service is provided by the school district as a service to parents. Impress upon your children that riding a bus is a privilege that may be revoked if certain rules are not followed. These rules are plainly posted at the front of the bus for all to see. Students are expected to conduct themselves in a manner that will not distract the attention of the driver or disturb other riders. Students who misbehave create a safety hazard for all students on the bus and will be dealt with accordingly. Students are expected to be at the bus stop on time as the bus must keep a schedule. The bus driver is authorized to leave any student who is not at the bus stop on time. Students must bring a note of explanation from home to their teacher if there is a change in the normal routine of going home from school on the bus. Parents calling school to change bus routine should call **before 2:40 p.m.**

Students Must Have A Note Signed By The Principal or His or Her Designee In Order To Ride A Bus Other Than His Or Her Own.

BUS DISCIPLINE

- 1st Offense Warning
- 2nd Offense Corporal Punishment or 3-day suspension from bus
- 3rd Offense 3-day suspension from bus
- 4th Offense 5-day suspension from bus
- 5th Offense 10-day suspension from bus
- 6th Offense Suspension for 30 days

The Director of Transportation may assign any of the above consequences at any time, depending on the nature and circumstances of the offense.

DISTRICT WIDE POLICIES

4.1—RESIDENCE REQUIREMENTS

Definitions

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

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

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

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

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

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis reside within the District¹ and to all persons between those ages who have been legally transferred to the District for educational purposes.

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

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

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

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

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

Cross References: Policy 4.40—HOMELESS STUDENTS
 Policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN

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

Date Adopted: February 10, 2005

Last Revised: Jan. 13, 2009, September 8, 2009, June 14, 2011, July 2017, July 2021

4.2—ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must be a resident of the 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 under Policy 4.5.

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, will become five (5) years old during the year in which he/she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District. Any student who was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country, becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody, will become five (5) years of age during the year in which he or she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon a 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. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6—HOME SCHOOLING.

The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or his/her parent or legal guardian presenting for enrollment.¹

Prior to the child's admission to a District school:²

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - e. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;

- f. United States military identification; or
 - g. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.³
 4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy:

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

“Active duty”⁴ means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. §§ 1209, 1210, and 1211.

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

"Dual status military technician" means a federal civilian employee who is:

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

“Eligible child” means the children of:

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

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

“Transition” means the:

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

“Uniformed services”⁴ means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

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

The superintendent shall designate an individual as the District’s military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child’s parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District’s military education coordinator shall have specialized knowledge regarding the educational needs of children of military families and the obstacles that children of military families face in obtaining an education.⁵

An eligible child as defined in this policy shall:

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

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

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

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

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

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

Cross References: 4.1—RESIDENCE REQUIREMENTS
4.4—STUDENT TRANSFERS

- 4.5—SCHOOL CHOICE
- 4.6—HOME SCHOOLING
- 4.34—COMMUNICABLE DISEASES AND PARASITES
- 4.40—HOMELESS STUDENTS
- 4.52—STUDENTS WHO ARE FOSTER CHILDREN
- 4.57—IMMUNIZATIONS

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

Date Adopted: September 8, 2020
 Last Revised: July 2021

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

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

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

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

Date Adopted: July 2021
 Last Revised:

4.04—STUDENT TRANSFERS

Student who receive a legal transfer are eligible to attend Greenbrier. Transfers must be approved by this district as well as the resident district. Transfers into the District are limited to:

1. Students who have completed their junior year in Greenbrier and have moved from the District. Such students may be granted transfers to complete their senior year. Siblings in other grade levels would not be eligible for transfers.
2. Siblings of students who were granted transfers into the District on or before September 8, 2005.
3. Students wanting to take only on-line classes through the Greenbrier Academy.

Eligible students may be accepted under School Choice program as prescribed by state law.

Transfer requests out of the District will be considered on a case-by-case basis.

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 student transferring from 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. A student transferring from home school will be placed in accordance with Policy 4.6—HOME SCHOOLING.

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 to provide transportation to or from the District, or both.

Cross Reference: 4.6—HOME SCHOOLING

Legal References: A.C.A. § 6-15-504 A.C.A. § 6-18-316 A.C.A. § 6-18-317 A.C.A. § 6-18-510 A.C.A. § 9-28-113(b)(4) A.C.A. § 9-28-205 State Board of Education Standards for Accreditation 12.05

Date Revised: September 8, 2005, June 14, 2011, July 2017

4.05—SCHOOL CHOICE

Standard School Choice

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan¹ that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE).² As a result of the desegregation order/desegregation plan¹, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption.³ The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.⁴

Definition

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

Transfers into the District

Capacity Determination and Public Pronouncement

The Board of Directors will annually adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District has a lack of capacity by the District having reached ninety percent (90%) of the

maximum student population in a program, class, grade level, or school building authorized by the Standards or other State/Federal law.⁵

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made in the spring, but in no case later than March 1.⁶

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to this District and the student's resident district. Except for students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, the transfer application must be postmarked, emailed, or hand delivered on or before May 1 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, applications postmarked, emailed, or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

Students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base may submit an application and transfer at any time if the student's application:

1. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
2. Includes the parent's or guardian's military transfer orders; and
3. Includes the parent's or guardian's proof of residency on the military base.

The approval of any application for a choice transfer into the District is potentially limited by the applicant's resident district's statutory limitation of losing no more than three percent (3%) of its past year's student enrollment due to Standard School Choice. As such, any District approval of a choice application prior to July 1 is provisional pending a determination that the resident district's three percent (3%) cap has not been reached. The superintendent shall contact a student's resident district to determine if the resident district's three percent (3%) cap has been met.

No earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By July 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

Accepted Applications

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing, with the notification letter stating a reasonable timeline by which the student shall enroll in the District by taking the steps detailed in the letter, including submission of all required documents. If the student fails to enroll within the stated timeline, or if all necessary steps to complete the enrollment are not taken, or examination of the documentation indicates the applicant does not meet the District's stated capacity standards, the acceptance shall be null and void.⁷

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

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

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

Rejected Applications

The District may reject an application for a transfer into the District under Standard School Choice due to a lack of capacity. However, the decision to accept or reject an application may not be based on the student's previous academic achievement, athletic or other extracurricular ability, English proficiency level, or previous disciplinary proceedings other than a current expulsion.⁸

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

An application may be provisionally rejected if the student's application was beyond the student's resident district's three percent (3%) cap. The student's resident district is responsible for notifying this District that it is no longer at its three percent (3%) cap. If a student's application was provisionally rejected due to the student's resident district having reached its three percent (3%) cap and the student's resident district notifies this District that it has dropped below its three percent (3%) cap prior to July 1, then the provisional rejection may be changed to a provisional acceptance and the student would have to meet the acceptance requirements to be eligible to enroll in the District.

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

Any applications that are denied due to the student's resident district reaching the three percent (3%) limitation cap shall be given priority for a choice transfer the following year in the order that the District received the original applications.

Transfers Out of the District

All Standard School Choice applications shall be granted unless the approval would cause the District to have a net enrollment loss (students transferring out minus those transferring in) of more than three percent (3%) of the average daily membership on October 1 of the immediately preceding year. By December 15 of each year, DESE shall determine and notify the District of the net number of allowable choice transfers. Students are not counted for the purpose of determining the three percent (3%) cap if the student transfers:

- Through Opportunity School Choice due to the school receiving a rating of "F" or a district classified as in need of Level 5 Intensive Support under A.C.A. § 6-18-227;
- Due to the district's identification of Facilities Distress under A.C.A. § 6-21-812; or
- Through the Foster Child School Choice under A.C.A. § 6-18-233.

If, prior to July 1, the District receives sufficient copies of requests from other districts for its students to transfer to other districts to trigger the three percent (3%) cap, it shall notify each district the District received Standard School Choice applications from that it has tentatively reached the limitation cap. The District will use confirmations of approved choice applications from receiving districts to make a final determination of which applications it received that exceeded the limitation cap and notify each district that

was the recipient of an application to that effect.⁹ The District shall immediately notify all receiving districts if it should drop back below its three percent (3%) cap prior to July 1.

When the last successful application requesting to transfer out of the District before the District's three percent (3%) cap was triggered belonged to an individual who was a member of a group of siblings who applied to transfer out of the District, the District shall allow all members of the individual's sibling group to transfer out of the District even though these applications are beyond the District's transfer cap.

Facilities Distress School Choice Applications

There are a few exceptions from the provisions of the rest of this policy that govern choice transfers triggered by facilities distress. Any student attending a school district that has been identified as being in facilities distress may transfer under the provisions of this policy, but with the following four (4) differences:

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

Opportunity School Choice

Transfers Into or Within the District¹⁰

For the purposes of this section of the policy, a "lack of capacity"¹¹ is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the DESE Rules for the Standards for Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity¹¹ at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District¹⁰ or from the student's resident district into the District if:

- Either:
 - The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
 - The student's assigned school has a rating of "F"; and
- The student's parent, guardian, or the student if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer by no earlier than January 1 and no later than May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.

A student is not required to meet the May 1 application deadline if the student has a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base. The student may transfer at any time if the student's application:

- a. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
- b. Includes the parent's or guardian's military transfer orders; and
- c. Includes the parent's or guardian's proof of residency on the military base.

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

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection.¹² A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

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

The District may, but is not obligated to provide transportation to and from the transferring district.¹³

Transfers out of, or within, the District¹⁰

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

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

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.¹⁴

Unsafe School Choice Program

Any student that becomes the victim of a violent criminal offense while in or on the grounds of a District school or who is attending a school classified by DESE as a persistently dangerous public school shall be allowed to attend a safe public school within the District.

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

Date Adopted: February 10, 2005

4.6—HOME SCHOOLING

Enrollment in Home School

Parents or legal guardians desiring to provide a home school for their children shall give written notice to the Superintendent of their intent to home school. The notice shall be given:

1. At the beginning of each school year, but no later than August 15;
2. Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

Written notice of the parent or legal guardian's intent to home school shall be delivered to the Superintendent through any of the following methods:

- Electronically, including without limitation by:
 - Use of the Division of Elementary and Secondary Education's (DESE) online system;
 - Email; or
 - Facsimile;
- By mail; or
- In person.

The notice shall include:

- a. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
- b. The mailing address and telephone number of the home school;
- c. The name of the parent or legal guardian providing the home school;
- d. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
- e. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
- f. A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to home school; and
- g. A signature of the parent or legal guardian.

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

A student who has been temporarily issued items, resources, supplies, materials, or other property belonging to the District is eligible for enrollment in a home school during the school year after:

- The items, resources, supplies, materials, or other property belonging to the District have been returned to the District;
- The items, resources, supplies, materials, or other property belonging to the District have been paid for; or
- The semester has ended.

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student's enrollment in home school during a semester if the superintendent or the board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property.

Enrollment or Re-Enrollment in Public School

A home-schooled student who wishes to enroll or re-enroll in a District school shall submit:

- A transcript listing all courses taken and semester grades from the home school;
- Score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and
- A portfolio of indicators of the home-schooled student's academic progress, including without limitation:

- Curricula used in the home school;
- Tests taken and lessons completed by the home-schooled student; and
- Other indicators of the home-schooled student's academic progress.

If a home-schooled student is unable to provide a nationally recognized norm-referenced score, the District may either assess the student using a nationally recognized norm-referenced assessment or waive the requirement for a nationally recognized norm-referenced assessment score.

A home-schooled student who enrolls or re-enrolls in the District will be placed at a grade level and academic course level equivalent to or higher than the home-schooled student's grade level and academic course level in the home school:

1. As indicated by the documentation submitted by the home-schooled student;
2. By mutual agreement between the public school and the home-schooled student's parent or legal guardian; or
3. If the home-schooled student fails to provide the documentation required by this policy, with the exception of the nationally recognized norm-referenced assessment score, the District may have sole authority to determine the home-schooled student's grade placement and course credits. The District will determine the home-schooled student's grade placement and course credits in the same manner the District uses when determining grade placement and course credits for students enrolling or re-enrolling in the District who attended another public or private school.

The District shall afford a home-schooled student who enrolls or re-enrolls in a public school the same rights and privileges enjoyed by the District's other students. The District shall not deny a home-schooled student who enrolls or re-enrolls in the District any of the following on the basis of the student having attended a home school:

- a. Award of course credits earned in the home school;
- b. Placement in the proper grade level and promotion to the next grade level;
- c. Participation in any academic or extracurricular activity;
- d. Membership in school-sponsored clubs, associations, or organizations;
- e. A diploma or graduation, so long as the student has enrolled or re-enrolled in the District to attend classes for at least the nine (9) months immediately prior to graduation; or
- f. Scholarships.

Legal References: A.C.A. § 6-15-503
 A.C.A. § 6-15-504
 A.C.A. § 6-41-103
 DESE Rules Governing Home Schools

Date Adopted: July 2017

Last Revised: August 11, 2020, July 2021

\s\Greg Oaks, President of the Board

4.07—ABSENCES

4.7—ABSENCES

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

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

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

Excused Absences

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

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.²
2. Death or serious illness in their immediate family;³
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.⁴

Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page.⁵

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

- a. Bring a written statement to the principal or designee upon the student's return to school from the student's parent or legal guardian stating the reason for the student's absence; or
- b. If the student is attending the District's courses digitally, upload a written statement from the student's parent or legal guardian stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee.

A written statement presented or uploaded for an absence having occurred more than five (5) school days prior to its presentation or upload will not be accepted.

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with (*insert number*)⁶ 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 (*insert number equal to 1/2 above number*)⁶ unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified⁷. 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 (*same number as in the first paragraph of this section* ⁶) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student; the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the school or district administrator or designee.⁸

Students who attend in-school suspension shall not be counted absent for those days.⁹

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.⁹

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.

Cross References: 4.8—MAKE-UP WORK
 4.57—IMMUNIZATIONS
 5.11—DIGITAL LEARNING COURSES

Legal References: A.C.A. § 6-4-302
 A.C.A. § 6-18-209
 A.C.A. § 6-18-213
 A.C.A. § 6-18-220
 A.C.A. § 6-18-222
 A.C.A. § 6-18-229
 A.C.A. § 6-18-231
 A.C.A. § 6-18-507(g)
 A.C.A. § 6-18-702
 A.C.A. § 6-28-114
 A.C.A. § 7-4-116
 A.C.A. § 9-28-113(f)
 A.C.A. § 27-16-701
 Division of Elementary and Secondary Education Rules Governing Distance and Digital Learning

Date Adopted: February 10, 2005

Last Revised: June 2016, July 2021

4.08—MAKE-UP WORK

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

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.

3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.
4. Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have one class day to make up their work for each class day they are absent.
6. As required/permitted by the student's Individual Education Program or 504 Plan.

Date Adopted: February 10, 2005 Last Revised: June 2012

4.09—TARDIES

Promptness is an important character trait that District staff is encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement.

Date Adopted: February 10, 2005

Last Revised:

4.10—CLOSED CAMPUS

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

Date Adopted: February 10, 2005

Last Revised: June 2012

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Greenbrier School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.¹

Inquiries on non-discrimination may be directed to Kelli Martin, who may be reached at 501-679-4808.

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

For further information on notice of non-discrimination or to file a complaint, visit

<http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Legal References: A.C.A. § 6-10-132
 A.C.A. § 6-18-514
 28 C.F.R. § 35.106
 34 C.F.R. § 100.6
 34 C.F.R. § 104.8
 34 C.F.R. § 106.8
 34 C.F.R. § 106.9
 34 C.F.R. § 108.9
 34 C.F.R. § 110.25

Date Adopted: July 2017
Last Revised: July 2021

4.12—STUDENT ORGANIZATIONS/EQUAL ACCESS

Noncurriculum-related secondary school student organizations wishing to conduct meetings on school premises during noninstructional 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 noninstructional time;
- Employees or agents of the school are present at religious meetings only in a nonparticipatory 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.

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

Date Adopted: February 10, 2005
Last Revised: June 14, 2011, June 2015

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty five (45) days¹ of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

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

For the purposes of this policy a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such

as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cross References: Policy 4.34—Communicable Diseases and Parasites
Policy 5.20—District Web Site
Policy 5.20.1—Web Site Privacy Policy
Policy 5.20F1—Permission to Display Photo of Student on Web Site

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

Legal Reference: A.C.A. § 9-29-113(b)(6); 20 U.S.C. § 1232g; 20 U.S.C. § 7908 (NCLB Section 9528); 34 CFR 99.3, 99.7, 99.31, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64

Date Adopted: February 10, 2005

Last Revised: June 2012, July 2021

4.14—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:

- 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.
- 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.
- 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:

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

Student Publications on School Web Pages

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

- Not contain any non-educational advertisements. Additionally, student web publications shall;
- Not contain any personally identifying information, as defined by "Directory Information" in **Policy 4.13** (Privacy of Student Records), without the written permission of the parent of the student or the student if over eighteen (18);
- State that the views expressed are not necessarily those of the School Board or the employees of the district.

Nonschool Publications

School authorities shall review nonschool publications prior to their distribution and will bar from distribution those 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 disruption will likely result from the distribution.

Distribution of Literature

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

The regulations shall:

- Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
- Be uniformly applied to all forms of literature;
- Allow no interference with classes or school activities;
- Specify times and places where distribution may and may not occur; and
- 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.

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

Date Adopted: February 10, 2005 Last Revised:

4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL

Contact By Parents

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

Contact By Non-Custodial Parents

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

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

principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

Contact By Law Enforcement, Social Services, Or By Court Order

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

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis identified on student enrollment forms. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian, custodian, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Department of Arkansas State Police, or an investigator or employee of the Department of Human Services. In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of the state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

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

Date Adopted: February 10, 2005 Last Revised: June 2016

4.16—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.

Date Adopted: February 10, 2005

Last Revised: September 8, 2005

4.17—STUDENT DISCIPLINE

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

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

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to: a felony or an act that would be considered a felony if committed by an adult; an assault or battery; drug law violations; or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.¹

The District shall incorporate the District's implementation of positive behavioral supports in accordance with Policy 4.60 in the application of student discipline.

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

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

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

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

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

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

Cross References: 1.9—POLICY FORMULATION
4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Legal References: A.C.A. § 6-17-113
A.C.A. § 6-18-502
A.C.A. § 6-18-514
A.C.A. § 6-18-2301 et seq.
DESE Rules Governing Student Discipline and School Safety

Date Adopted: February 10, 2005

Last Revised: June 2012, April 2013, July 2021

4.18—PROHIBITED CONDUCT

Students and staff require a safe and orderly learning environment that is conducive to high student achievement.

Certain student behaviors are unacceptable in such an environment and are hereby prohibited by the Board. Prohibited behaviors include, but shall not be limited to the following.

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession of any paging device, beeper, or similar electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;

9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
21. Sexual harassment; and
22. Bullying.
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual's personal property.

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

Legal References: A.C.A. § 6-18-502; A.C.A. § 6-18-507; A.C.A. § 6-15-1005; A.C.A. § 6-21-609; A.C.A. § 6-18-506; A.C.A. § 6-18-222; A.C.A. § 6-5-201; A.C.A. § 6-18-514
 Date Adopted: February 10, 2005 Last Revised: June 2012

4.19—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.

Students are eligible to receive district bus transportation if they meet the following requirements.

Legal Reference: A.C.A. § 6-19-119 (b)
 Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.0
 Date Adopted: February 10, 2005 Last Revised: August 2007

4.20—DISRUPTION OF SCHOOL

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

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

Legal Reference: A.C.A. § 6-18-511
 Date Adopted: February 10, 2005

4.21—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.

Legal Reference: A.C.A. § 6-17-106 (a)

Date Adopted: February 10, 2005

4.22—WEAPONS AND DANGEROUS INSTRUMENTS

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

A weapon is defined as any knife, gun, pistol, revolver, shotgun, BB gun, rifle, pellet gun, razor, ice pick, dirk, box cutter, numchucks, pepper spray or other noxious spray, explosive, or any other instrument or substance capable of causing bodily harm.

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

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

The mandatory expulsion requirement for possession of a firearm does not apply to a firearm visibly stored inside a locked vehicle on school property nor to activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs, hunting safety or military education, or before- or after-school hunting or rifle clubs.

A firearm brought inadvertently to school by a student shall be grounds for disciplinary action against the student, but the School Board of Directors may consider the "inadvertent circumstances" of the incident in determining the student's discipline.

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

Legal References: A.C.A. § 6-18-502 (c)(2)(A)(B); A.C.A. § 6-18-507 (e)(1)(2); A.C.A. § 6-21-608; A.C.A. § 5-4-201; A.C.A. § 5-4-401; A.C.A. § 5-27-210; 2 A.C.A. § 5-73-119(e)(8)(9)(10); 20 USCS § 7151; US Department of Education Guidance Concerning State and Local Responsibilities; Under the Gun-Free Schools Act

Date Adopted: February 10, 2005 Last Revised: May 13, 2010

4.27—STUDENT SEXUAL HARASSMENT

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

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

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

Definitions

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

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

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

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

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

A District employee:

Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct; or

Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;

The conduct is:

Unwelcome; and

Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

Constitutes:

Sexual assault;

Dating violence

Domestic violence; or

Stalking.

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

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

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

Making sexual propositions or pressuring for sexual activities;

Unwelcome touching;

Writing graffiti of a sexual nature;

Displaying or distributing sexually explicit drawings, pictures, or written materials;

Performing sexual gestures or touching oneself sexually in front of others;
Telling sexual or crude jokes;
Spreading rumors related to a person's alleged sexual activities;
Discussions of sexual experiences;
Rating other students as to sexual activity or performance;
Circulating or showing e-mails or Web sites of a sexual nature;
Intimidation by words, actions, insults, or name calling; and
Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

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

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

Supportive Measures

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

Formal Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by email. Upon receipt of a formal complaint, a District shall simultaneously provide the following written notice to the parties who are known:
Notice of the District's grievance process and a copy of the procedures governing the grievance process;
Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
The identities of the parties involved in the incident, if known;
The conduct allegedly constituting sexual harassment; and
The date and location of the alleged incident, if known;
A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
That the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one

respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.

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

Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;

Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party’s voluntary, written consent or that party’s voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;

Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;

Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation ; this includes evidence:

Whether obtained from a party or other source,;

The District does not intend to rely upon in reaching a determination regarding responsibility; and

That is either Inculpatory or exculpatory; and

Create an investigative report that fairly summarizes relevant evidence.

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

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

Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;

Provide each party with the answers;

Allow for additional, limited follow-up questions from each party; and

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

Following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include—

Identification of the allegations potentially constituting sexual harassment;

A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:

Any notifications to the parties;

Interviews with parties and witnesses;

site visits;
Methods used to gather other evidence,; and
Hearings held;
Findings of fact supporting the determination;
Conclusions regarding the application of the District’s code of conduct to the facts;
A statement of, and rationale for, the result as to each allegation, including:
A determination regarding responsibility;
Any disciplinary sanctions imposed on the respondent; and
Whether remedies designed to restore or preserve equal access to the District’s education program or activity will be provided by the District to the complainant; and
The procedures and permissible bases for the complainant and respondent to appeal.

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

If an appeal is not filed, the day after the period for an appeal to be filed expires; or

If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

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

The District may dismiss the formal complaint or any allegations therein, if at any time during the grievance process:
The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

The respondent is no longer enrolled at the District; or

Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

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

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

Appeals

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

The existence of a procedural irregularity that affected the outcome of the matter;

Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;

The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or

An appeal of the disciplinary sanctions from the initial determination.

For all appeals, the District shall:

Notify the other party in writing when an appeal is filed;

Simultaneously Provide all parties a written copy of the District’s procedures governing the appeal process;

Implement appeal procedures equally for both parties;

Ensure that the decision-maker⁵ for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;

Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

Issue a written decision describing the result of the appeal and the rationale for the result; and

Provide the written decision simultaneously to both parties.

Confidentiality

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

individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;

Submit a report to the child maltreatment hotline;

Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or

The extent necessary to provide either party due process during the grievance process.

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

Any individual who has made a report or complaint of sex discrimination;

Any individual who has made a report or filed a formal complaint of sexual harassment;

Any complainant;

Any individual who has been reported to be the perpetrator of sex discrimination;

Any respondent; and

Any witness.

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

Emergency removal

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

Retaliation Prohibited

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

Disciplinary Sanctions

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not⁷ have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

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

Records

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

Each sexual harassment investigation including:

Any determination regarding responsibility;

any disciplinary sanctions imposed on the respondent;

Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;

Any appeal and the result therefrom;

All materials used to train Title IX Coordinators, investigators, and decision-makers;

Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:

The basis for the District's conclusion that its response was not deliberately indifferent; and

Document:

- If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
- If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Cross References: 3.26—LICENSED PERSONNEL SEXUAL HARASSMENT

4.11—EQUAL EDUCATIONAL OPPORTUNITY

5.20—DISTRICT WEBSITE

7.15—RECORD RETENTION AND DESTRUCTION

8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT

Legal References: 20 USC 1681 et seq.

34 C.F.R. Part 106

A.C.A. § 6-15-1005

A.C.A. § 6-18-502

A.C.A. § 12-18-102

Date Adopted: February 10, 2005

Last updated: August 11, 2020

4.29—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 software² 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.

Students may have access to a District provided Google Apps for Education account for the purposes of class work or school activities. This access is granted at the discretion of the District and is for school-related use only. The District is required to have parental permission for students under the age of 13 to use Google Apps. This requirement is made by COPPA - The Children's Online Privacy Protection Act passed by Congress in 1988. The primary goal of COPPA is to place parents in control over what information is collected from their young children online and applies to operators of commercial websites and online

services directed to children under 13 that collect, use or disclose personal information from children. With respect to Google Apps for Education and COPPA, advertising is turned off for the District's presence in Google Apps for Education. No personal student information is collected by Google for commercial purposes. The school's use of student information is solely for education purposes. Student information that is "collected" by Google is described as (projects, documents, email, files, username and password). Parents may ask for their child's account to be removed at any time. By signing the handbook form you are consenting to your child using a Google Apps for Education account provided by the District.

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 handbook⁴ 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.

Agreement

The Greenbrier School District agrees to allow students to use the district's technology to access the Internet under the following terms and conditions which apply whether the access is through a District or student owned electronic device (as used in this Agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data):

1. Conditional Privilege: The Student's use of the district's access to the Internet is a privilege conditioned on the Student's abiding to this agreement. No student may use the district's access to the Internet whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed this agreement.
2. Acceptable Use: The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal and state laws and regulations. The Student also agrees to abide by any Internet use rules instituted at the Student's school or class, whether those rules are written or oral.
3. Penalties for Improper Use: If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action. Students who use any technology in an inappropriate manner and/or not as directed by the District are in violation of District policy and subject to disciplinary action, up to and including the loss of the right to use the technology. This may involve loss of credit if the technology use was course work. Repeated offenses could result in permanent suspension of technology use while a student is enrolled in the Greenbrier School District. A student found to have violated any of these rules may also be disciplined for student misbehavior and reported to law enforcement authorities (see Student Discipline Internet Policy Act 801 of 1997). Disciplinary action will be in accordance with the relevant rules listed in the Student Handbook. Serious infractions will result in immediate loss of access to District computers and/or the Internet and possible further disciplinary action as determined by District officials.
4. "Misuse of the District's access to the Internet" includes, but is not limited to, the following:
 - a. using the Internet for other than educational purposes;
 - b. gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law;
 - c. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
 - d. making unauthorized copies of computer software;
 - e. accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member;
 - f. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
 - g. posting anonymous messages on the system;
 - h. using encryption software;
 - i. wasteful use of limited resources provided by the school including paper;
 - j. causing congestion of the network through lengthy downloads of files;
 - k. vandalizing data of another user;
 - l. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
 - m. gaining or attempting to gain unauthorized access to resources or files;
 - n. identifying oneself with another person's name or password or using an account or password of another user without proper authorization;
 - o. invading the privacy of individuals;
 - p. divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, address, and phone number.
 - q. using the network for financial or commercial gain without district permission;
 - r. theft or vandalism of data, equipment, or intellectual property;
 - s. attempting to gain access or gaining access to student records, grades, or files;
 - t. introducing a virus to, or otherwise improperly tampering with the system;
 - u. degrading or disrupting equipment or system performance;
 - v. creating a web page or associating a web page with the school or school district without proper authorization;
 - w. providing access to the District's Internet Access to unauthorized individuals;
 - x. failing to obey school or classroom Internet use rules; or

- y. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools.
- z. Installing or downloading software on district computers without prior approval of the technology director or his/her designee.

5. Liability for debts: Students and their cosigners shall be liable for any and all costs (debts) incurred through the student’s use of the computers or access to the Internet including penalties for copyright violations.

6. No Expectation of Privacy: The Student and parent/guardian signing below agree that if the Student uses the Internet through the District’s access, that the Student waives any right to privacy the Student may have for such use. The Student and the parent/guardian agree that the district may monitor the Student’s use of the District’s Internet Access and may also examine all system activities the Student participates in, including but not limited to e-mail, voice, and video transmissions, to ensure proper use of the system. The District may share such transmissions with the Student’s parents/guardians.

7. No Guarantees: The District will make good faith efforts to protect children from improper or harmful matter which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.

Device Responsible Use Agreement

The Greenbrier School District is committed to preparing our students for the ever-changing world. Students’ ability to consistently access devices and digital sources is a priority. Appropriate use of technology is essential for learning in all content areas and to be literate in our digital world. In order for Greenbrier students to learn how to effectively manage and use a district-provided device for their learning, the district’s 1:1 initiative includes student expectations for use of the devices provided. These expectations include, in student terms:

I understand that....

- The technology devices issued to me belong to the Greenbrier School District.
- My device is to be used for my school work and should never be loaned to anyone else including family members.
- My device is subject to collection and inspection at any time without notice.
- I am responsible for my documents and acknowledge that anything stored on the device can be lost or erased at any time.
- The security and care of the device and charger is my responsibility.
- If the device is lost, stolen, or damaged on or off school property, I must report the incident to the appropriate school personnel.
- All internet history and work done on this device will be monitored by the school District. Internet content filtering will be active at all times on this device regardless of where it is located. Attempts to access inappropriate content will trigger alerts to school administrators.
- I am required to turn my device(s) in at the end of the school year. If I do not, I will not receive a device the next school year.
- I may be responsible for damages to my device. Estimated costs (subject to change):
Complete Chromebook Replacement \$255, Screen Replacement: \$80, Keyboard Replacement: \$50, Power Adapter \$35.
- The device issued to me is a valuable tool that I will be expected to use for school work at school and sometimes at home. If I refuse to take the device home, arrangements can be made with school administration to leave it in a safe location at the school.

I will....

- Use my device in ways that are appropriate for my education.
- Bring my device to class charged and ready to use each day I come to school.
- Protect my device from physical damage to the best of my ability including using it in areas free from food or liquids.
- Respect the privacy of others by limiting all photo, video and audio recording to educational use.
- Only allow school officials to perform repairs on my device.
- Keep the surface of my device clean and free of stickers or other markings and leave the district-issued stickers and asset tags intact.
- Return my device immediately upon no longer being enrolled in the District.

Legal References: Children’s Internet Protection Act; PL 106-554
 FCC Final Rules 11-125 August 11, 2011
 20 USC 6777
 47 USC 254(h)(1)
 47 CFR 54.520
 47 CFR 520(c)(4)
 A.C.A. § 6-21-107
 A.C.A. § 6-21-111

Date Adopted: February 10, 2005

Last Revised November 10, 2009, June 2012, June 2014, July 2021

\s\Jeremy Riddle, *President of the Board*

4.30—SUSPENSION FROM SCHOOL

Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the

interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs:

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

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

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

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

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

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

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

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

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

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

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

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

During the period of their suspension, students serving OSS shall 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.

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

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

Cross Reference: 4.7—ABSENCES

Legal References: A.C.A. § 6-18-507 *Goss v Lopez*, 419 U.S. 565 (1975)

Date Adopted: February 10, 2005 Last Revised: July 2007, June 2012, June 2016, July 2017

4.31—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:

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

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

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

The Superintendent or his/her designee shall give written notice to the parents 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 eighteen (18) or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

During the hearing, the Superintendent, or designee, or representative will present evidence, including the calling of witnesses 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.

Cross Reference: Policy 4.22 – WEAPONS AND DANGEROUS INSTRUMENTS

Legal Reference: A.C.A. § 6-18-507

Date Adopted: February 10, 2005 Last Revised: July 2008, July 2017

4.32—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. 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.

Legal Reference: A.C.A. § 6-18-513; A.C.A. § 12-12-509, 510, and 516; A.C.A. § 9-13-104
Date Adopted: February 10, 2005
Last Revised: August 2006

4.33—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 high 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.

Date Adopted: February 10, 2005
Last Revised: June 2012

4.34—COMMUNICABLE DISEASES AND PARASITES

Students with communicable diseases or with nits or human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis B or C, mumps, vomiting, diarrhea, and fever (100 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. After an illness, students must be fever/symptom free for 24 hours before returning to school. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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

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

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

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

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

4.35—STUDENT MEDICATIONS

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

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

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

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

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

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.¹

Schedule II Medications²

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

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy.³ Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.⁴

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

Students taking Schedule II medications not included in the previous sentence³ shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes **only** to the extent the student's doctor has specifically authorized such attendance and participation.⁵ A doctor's prescription for a student's Schedule II medication is **not** an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall **not** be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.⁴

Self-Administration of Medication

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

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

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

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

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

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

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

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

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

Emergency Administration of Glucagon and Insulin

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

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

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

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

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

Emergency Administration of Epinephrine

The school nurse or other school employees designated by the school nurse as a care provider who have been trained⁶ and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP that provides for the administration of an epinephrine auto-injector in emergency situations.

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

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

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained⁶ and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

Emergency Administration of Albuterol

The school nurse or other school employees designated by the school nurse as a care provider who have been trained⁶ and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

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

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained⁶ and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or

other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

The school nurse for each District school shall keep anti-opioid injectors on hand. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

Emergency Administration of Emergency Adrenal Insufficiency Medication

The school nurse or other school employees designated by the school nurse as a care provider who have been trained⁶ and certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

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

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

- Legal References:
- Ark. State Board of Nursing: School Nurse Roles and Responsibilities
 - Division of Elementary and Secondary Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin and Glucagon to Arkansas Public School Students with Diabetes
 - A.C.A. § 6-18-701
 - A.C.A. § 6-18-707
 - A.C.A. § 6-18-711
 - A.C.A. § 6-18-714
 - A.C.A. § 6-18-717
 - A.C.A. § 17-87-103 (11) and (14)
 - A.C.A. § 20-13-405

Date Adopted: July 2021

Last Revised:

4.35F6—STRESS AND EMERGENCY DOSE MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from adrenal insufficiency. The IHP authorizes the school nurse to administer a stress or emergency dose medication to my child in an emergency situation.

Date of physician's order _____

Circumstances under which the stress or emergency dose medication may be administered

Other instructions _____

In the absence of the nurse, trained volunteer district personnel may administer a stress dose or emergency dose medication to my child in an emergency situation.

I hereby authorize the school nurse to administer a stress or emergency dose medication to my child, or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the stress or emergency dose medication to my child in an emergency situation. I will supply the stress or emergency dose medication to the school nurse in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

I acknowledge that the District, its Board of Directors, its employees, or an agent of the District, including a healthcare professional who trained volunteer school personnel designated as care providers shall not be liable for any damages resulting from his/her actions or inactions in the administration of the stress or emergency dose medication in accordance with this consent form and the IHP.

Parent or legal guardian signature _____ Date _____

Date Adopted: July 2021

Last Revised:

4.35F7—STRESS DOSE MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The following must be provided for the student to be eligible to self-administer a stress dose medication. Eligibility is **only** valid for this school for the current academic year.

- a written statement from a licensed health-care provider who has prescriptive privileges that he/she has prescribed the stress dose medication for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing adrenal insufficiency of the student and for medication use by the student during school hours; and
- A statement from the prescribing health-care provider that the student:
 - Possesses the skill and responsibility necessary to use and administer the stress dose medication; and

- Has been instructed on the details of his or her medical condition and the events that may lead to an adrenal crisis.

If the school nurse is available, the student shall demonstrate his/her skill level in administering the stress dose medication to the nurse.

Stress dose medication for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Students who self-carry stress dose medication shall also provide the school nurse with a dose of the stress dose medication to be used in emergency situations.

I understand this form authorizes my student to possess and use the medication included on this form while on school grounds and at school sponsored events but that distribution of the medication included on this form to other students may lead to disciplinary action against my student.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent or legal guardian signature _____ Date _____

Date Adopted: July 2021

Last Revised:

4.36—STUDENT ILLNESS/ACCIDENT

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

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

Date Adopted: February 10, 2005

4.36A—STUDENT SPECIAL HEALTH CARE NEEDS

The Greenbrier Public Schools shall:

- have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students.
- provide facilities, equipment, and materials necessary for operation of a school health services program.

The school health services program shall:

provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Arkansas Department of Education.

Health services shall include but not be limited to:

- Students with special health care needs, including the chronically ill, medically fragile, technology dependent, and students with other health impairments shall have an Individualized Healthcare Plan.
- Invasive medical procedures required by students and provided at school shall be performed by trained, licensed personnel who are licensed to perform the task; the regular classroom teacher shall not perform these tasks.

- Custodial Healthcare services required by students under an Individualized Healthcare Plan shall be provided by trained school employees other than the regular classroom teachers.

Legal references: Arkansas State Board of Nursing (ASBN), School Nurse Roles and Responsibilities Practice Guidelines, September, 2007 Revision, Arkansas Act 1146 of 1995, Ark. Code Ann. § 6-18-706, Ark. Code Ann. § 17-87-102 (5) and (7), Ark. Code Ann. § 17-87-102 (6)(D), Ark. Code Ann. § 6-18-1005 (a)(6)(A), Ark. Code Ann. § 6-18-1005 (a)(6)(B)(i)
Date Adopted: June 14, 2011

4.37—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.¹ Students who ride school buses,² shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement and emergency management personnel. The lockdown drill training will include use of the District’s emergency communication method with law enforcement.^{3,4} Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.⁵

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

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District’s emergency communication with law enforcement method³. Students shall be included in the drills to the extent practicable.⁵

Legal References: A.C.A. § 12-13-109
 A.C.A. § 6-10-110
 A.C.A. § 6-10-121
 A.C.A. § 6-15-1302
 A.C.A. § 6-15-1303
 A.C.A. § 6-15-1304
 Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1

Date Adopted: February 10, 2005
Last Revised: July 2007, June 2013, July 2013

4.38—PERMANENT RECORDS

Permanent school records, as required by the Division of Elementary and Secondary Education (DESE), shall be maintained for each student enrolled in the District until the student receives a high school diploma or its equivalent or is beyond the age of compulsory school attendance¹. 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 received².

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

Date Adopted: February 10, 2005
Last Revised: July 2021

4.39—CORPORAL PUNISHMENT

The Greenbrier 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.

Legal Reference: A.C.A. § 6-18-503 (b); A.C.A. § 6-18-505 (c) (1)

Date Adopted: February 10, 2005

Last Revised: June 2012

4.40—HOMELESS STUDENTS

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

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

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

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

If the District elects to enroll a homeless child in a school other than their school of origin and such action is against the wishes of the child's parent or guardian, the District shall provide the parent or guardian with a written explanation of their reason for so doing which shall include a statement of the parent/guardian's right to appeal.

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

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

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

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

Legal References: 42 U.S.C. § 11431 et seq.; 42 U.S.C. § 11431 (2); 42 U.S.C. § 11432(g)(1)(H)(I); 42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II);

42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii); 42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii); 42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii); 42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii); 42 U.S.C. § 11432 (g)(3)(G); 42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E); 42 U.S.C. § 11434a

Date Adopted: February 10, 2005

Last Revised: June 2012

4.41—PHYSICAL EXAMINATIONS OR SCREENINGS

The district conducts routine health screenings such as hearing, vision, and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings is to detect defects in

hearing, vision, or other elements of health that would adversely affect the student's ability to achieve to his/her full potential.

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

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

Legal Reference: A.C.A. § 6-18-701

Date Adopted: February 10, 2005

Last Revised: November 10, 2009

4.42—STUDENT HANDBOOK

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

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

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

Date Adopted: February 10, 2005

Last Revised: June 2012, April 2013, June 2013

4.43—BULLYING

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

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 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, and/or
10. Threats of harm to student(s), possessions, or others.

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.

Legal Reference: A.C.A. § 6-18-514; A.C.A. § 5-71-217

Date Adopted:

Last Revised: June 14, 2011, July 2013

4.44—STUDENT INSURANCE PROGRAMS

It shall be the policy of the board to contract each year with a reputable insurance company to provide low-cost student accident insurance for students. Participation in the insurance program shall be voluntary.

The board shall provide a student in interscholastic athletics, as deemed necessary, a school accident insurance program.

Date Adopted: February 10, 2005

Last Revised:

4.44.1—NATIONAL ANTHEM

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

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

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

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

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

Legal Reference: A.C.A. § 6-10-135

Date Adopted: July 2021

Last Revised:

44.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES 2022, 2023, 2024, AND 2025

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

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.² Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process³ 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:⁴

- 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.⁵

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional ___ units to graduate for a total of ___ units. The additional required units may be taken from any electives offered by the district.⁶ There are some distinctions

made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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

Digital Learning Courses

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format.⁷ In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

Personal and Family Finance

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (½) Unit

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half ($\frac{1}{2}$) 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.⁸

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

CAREER FOCUS: - Six (6) units

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

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

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

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
 - Geometry or its equivalent* - 1 unit
 - All math units must build on the base of algebra and geometry knowledge and skills.
 - (Comparable concurrent credit college courses may be substituted where applicable)
 - A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry
- * A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

Economics – one half (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.⁸

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
5.11—DIGITAL LEARNING COURSES
5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
DESE Guidelines for the Development of Smart Core Curriculum Policy
DESE Rules Governing Distance and Digital Learning
Smart Core Information Sheet
Smart Core Waiver Form
Commissioner’s Memo LS-18-082
A.C.A. § 6-4-302
A.C.A. § 6-16-122
A.C.A. § 6-16-143
A.C.A. § 6-16-149
A.C.A. § 6-16-150
A.C.A. § 6-16-1406
A.C.A. § 6-28-115

Date Adopted: May 2010

Last Revised: November 10, 2009. May 2010, April 2011, June 2012, July 2013, June 2014, June 2016, July 2017, July 2021

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS 2026 AND THEREAFTER

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

required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.² Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process³ 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:⁴

- 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.⁵

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional __ units to graduate for a total of __ units. The additional required units may be taken from any electives offered by the district.⁶ There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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

Digital Learning Courses

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format.⁷ In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

Personal and Family Finance

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

Computer Science

All students shall earn one (1) unit of credit in a computer science course in order to graduate.

SMART CORE: Sixteen (16) units

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

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

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

5) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;

6) 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.

7) Algebra II; and

8) The fourth unit may be either:

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

Natural Science: three (3) units

d. DESE approved biology – 1 credit;

e. DESE approved physical science – 1 credit; and

f. A third unit that is either:

- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸

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

CAREER FOCUS: - Six (6) units

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

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

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

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
 - Geometry or its equivalent* - 1 unit
 - All math units must build on the base of algebra and geometry knowledge and skills.
 - (Comparable concurrent credit college courses may be substituted where applicable)
 - A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry
- * A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸

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

CAREER FOCUS: - Six (6) units

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

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

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

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
5.11—DIGITAL LEARNING COURSES
5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
DESE Guidelines for the Development of Smart Core Curriculum Policy
DESE Rules Governing Distance and Digital Learning
Smart Core Information Sheet
Smart Core Waiver Form
Commissioner’s Memo LS-18-082
A.C.A. § 6-4-302
A.C.A. § 6-16-122
A.C.A. § 6-16-143
A.C.A. § 6-16-149
A.C.A. § 6-16-150
A.C.A. § 6-16-152
A.C.A. § 6-16-1406
A.C.A. § 6-28-115

Date Adopted: July 2017
Last Revised: July 2021

4.46—PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited:

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

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

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

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

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

Date Adopted: July 2021
Last Revised:

4.47—VIDEO SURVEILLANCE

The board has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras in any district building, on district property, and in district buses and vehicles. Video recorder placements shall be based on the presumption and belief that students, staff, and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view of other students, staff, or visitors.

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.

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

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

Students who vandalize, damage, disable, or render inoperable surveillance cameras and equipment shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Legal References: 20 USC 1232(g); 34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31
Date Adopted: July, 2007 Last Revised:

4.48—STUDENTS WHO ARE FOSTER CHILDREN

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services (DHS), the Division of Elementary and Secondary Education (DESE), and individuals involved with each foster child to ensure that the foster child is able to maintain 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 or DHS grants a request to transfer under Foster Child School Choice, 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.

Foster Child School Choice

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

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

The District shall only reject a Foster Child School Choice application if:⁵

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

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

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

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

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

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

- Cross References: 4.1—RESIDENCE REQUIREMENTS
4.2—ENTRANCE REQUIREMENTS
4.5—SCHOOL CHOICE
4.7—ABSENCES

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

Date Adopted: June 2011
Last Revised: July 2021

4.49—PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

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

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

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

- Legal Reference: A.C.A. § 6-18-106
Date Adopted: June 14, 2011

4.55—STUDENT PROMOTION AND RETENTION

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.

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

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

- a) The building principal or designee;
- b) The student's teacher(s);
- c) School counselor
- d) A 504/special education representative (if applicable); and

e) The student's parents.

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

Legal References: A.C.A. 6-15-433, A.C.A. § 6-15-2001, A.C.A. § 6-15-2005, A.C.A. § 6-15-2009, A.C.A. § 9-28-205, ADE Rules Governing the Arkansas Comprehensive Testing, Assessment, and Accountability Program and the Academic Distress Program, ADE Rules Governing Public School End-Of-Course Assessments and Remediation, *Murphy v. State of Ark.*, 852 F.2d 1039 (8th Cir. 1988)

Date Adopted: June 2014 Last Revised: June 2015

4.56—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 Division of Elementary and Secondary Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

“Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/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 vs. school basis.¹

“Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.¹

“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 and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted)². Additionally, a student’s participation in, and the District’s operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student’s failure was due to exceptional or extraordinary circumstances.³ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁴

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

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

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

Interscholastic Activities

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

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

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.

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.

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 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.⁶

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.⁷

Non-AAA Governed Activities

Unless made ineligible by District policies, all students shall be eligible to participate in non-AAA governed 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).

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

Legal References: Arkansas Activities Association Handbook
A.C.A. § 6-4-302
A.C.A. § 6-15-2907
A.C.A. § 6-16-151
A.C.A. § 6-18-713
A.C.A. § 6-28-108
Commissioner’s Memo COM-18-009
Commissioner’s Memo LS-18-015

Date Adopted: June 2016

Last Revised: July 2021

4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Definitions

“Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/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 vs. school basis.

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in

extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity¹ (tournaments or other similar events excepted with approval of the _____).² All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school's administration, the student's participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.³

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.⁴ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁵

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

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

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

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

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

Date Adopted: June 2016
Last Revised: July 2021

4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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

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

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

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy. Although not guaranteed participation in an interscholastic activity home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in an interscholastic activities without discrimination.

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

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one course in the District's school where the student is intending to participate in an interscholastic activity.

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

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

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

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

A student who withdraws from an Arkansas Activities Association member school to be home-schooled shall not participate in an interscholastic activity in the resident school district for a minimum of three hundred sixty-five days after the student withdraws from the member school.

Legal References: A.C.A. § 6-15-509, Arkansas Activities Association Handbook
Date Adopted: August 2013 Last Revised: June 2014

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;
- D. Official record from another educational institution in Arkansas; or
- E. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating “up-to-date”, “complete”, “adequate”, and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted as a history of varicella disease must be documented by a licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the 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 no fewer than twenty-one (21) days or even longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

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

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

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

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of Health from an immunization;
- The number of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH;
- The percentage of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

Cross References: 4.2—ENTRANCE REQUIREMENTS
4.7—ABSENCES
4.8—MAKE-UP WORK
4.34—COMMUNICABLE DISEASES AND PARASITES

Legal References: A.C.A. § 6-4-302
A.C.A. § 6-18-702
A.C.A. § 6-28-110
DESE Rules Governing Immunization Requirements in Arkansas Public Schools
ADH Rules Pertaining to Immunization Requirements

Date Adopted: July 2016
Last Revised: July 2021

4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.

Examples of aversive behavioral interventions include, but are not limited to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Positive behavioral support" means the application of behavior analysis that:

- Is used to achieve socially important behavior change;
- Occurs at the:
 - Prevention level for all students in a school;
 - Strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and
 - Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and
- Involves a planned and collaborative school-wide approach that is implemented with a goal:
 - Of establishing a positive and supportive school environment that:
 - Teaches and reinforces prosocial behavior in a student;
 - Holds a student positively accountable for meeting an established behavioral expectation; and
 - Maintains a level of consistency throughout the implementation process; and
 - That is accomplished by using positive behavioral programs, strategies, or approaches.

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

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

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

Positive Behavioral Supports

The District shall implement positive behavioral supports to be used at the:

1. Prevention level for each student in a school;
2. Strategic intervention level for a student who is not responding, from a social, emotional, or behavioral perspective, to the prevention level; and
3. Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services.

The District's positive behavioral support shall include:

- a. The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
- b. Holding a student positively accountable for meeting an established behavioral expectation;
- c. Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
- d. The following interrelated activities:
 - ✚ Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;
 - ✚ Focusing on preventing the development and occurrence of problem behavior;
 - ✚ Regularly reviewing behavior data to adapt the District's procedures to meet the needs of every student; and
 - ✚ Providing a multitiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.

The following principles shall form the basis of the District's positive behavioral support system and conflict resolution or de-escalation approach:

1. A student has the right to be treated with dignity;
2. A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;
3. Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;
4. Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and
5. Each student who exhibits an ongoing behavior that interferes with the student's learning or the learning of others, and who is nonresponsive to effectively implemented classroom or administrative intervention, should receive additional intensive behavioral intervention that is based on a FBA and data-based problem solving.

Problem Solving and Intervention Team

A problem-solving and intervention team shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The problem-solving and intervention team shall include at least one (1) member who is an academic and behavioral assessment and intervention professional.

A student's problem-solving and intervention team shall:

- a. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
- b. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and

- c. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

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

Physical Restraint

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

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

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

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

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

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

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

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

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

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

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

- The student's problem-solving and intervention team;
- The student's IEP team; or
- The student's 504 Plan team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.¹

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

Reports and Debriefing

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

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

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

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

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

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

The purpose of the debriefing meeting shall be to:

- Determine whether the procedures used during the incident were necessary;
- Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
- Evaluate the school district's positive behavioral supports system and prevention techniques in order to minimize future use of physical restraint; and
- If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:

- Reevaluate the training needs of school personnel;
- Reevaluate the physical restraint policy and practices; and
- Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

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

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

- Submitted to the building principal;³
- Mailed to the student’s parent within two (2) days of the date on which the debriefing meeting was held; and
- Maintained as part of the student’s education record along with other documents consulted during the debriefing meeting.

Legal Reference: A.C.A. § 6-18-2301 et seq.

Date Adopted: July 2021

Last Revised:

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

Each school in the district, in collaboration with administrators, teachers, other school staff, parents, the community, and students, shall develop a school-level improvement plan (SLIP) to:

- Establish goals or anticipated outcomes based on an analysis of students’ needs;
- Identify student supports and evidence-based interventions and practices to be implemented;
- Describe the professional learning necessary for adults to deliver the supports or interventions;
- Describe the implementation timeline for monitoring of the interventions and practices for effectiveness;
- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness; and
- Evaluate and modify a parent, family, and community engagement plan.¹

Each SLIP shall include a literacy plan that includes a curriculum program and a professional development program that is aligned with the District’s literacy needs and is based on the science of reading.

Some of the data that shall be considered when developing the SLIP includes, but is not limited to:²

- Statewide assessment results;
- Interim assessment results;
- Similarly situated school’s SLIPs; and
- Evaluation(s), including staff, student, and community feedback, of the existing SLIP.

The SLIP is to be reviewed on an ongoing basis with reports to the board on the implementation progress of the SLIP throughout the year of implementation. By May 1 of each year, the SLIP to be implemented in the upcoming school year shall be presented to the District Board of Directors for review and approval.³ The District will post the District’s SLIP(s) to the District’s website under State-Required Information by August 1 of each year.

The district shall develop, with appropriate staff; school board members; and community input, a school district support plan (SDSP).⁴ The SDSP, in coordination with the District’s SLIPs, shall:

- Specify the support the District will provide to the District’s schools;
- Collaboratively establish priorities regarding goals or anticipated outcomes with the District’s schools, including feeder schools;
- Identify resources to support the established priorities;
- Describe the time and pace of providing support and monitoring for the established priorities;
- Describe the measures for analyzing and evaluating that the District support was effective in improving the school performance;
- Establish, evaluate, and update a parent, family, and community engagement plan;¹ and
- Direct the use of Enhanced Student Achievement funding for strategies to close gaps in academic achievement.

If the Districts data reflects a disproportionality in equitable access to qualified and effective teachers and administrators, the District shall develop and implement strategies to provide equitable access as part of the SDSP.

If forty percent (40%) or more of the District’s students scored “in need of support” on the prior year’s statewide assessment for reading, the District shall develop a literacy plan as part of the SDSP that includes:

- Goals for improving reading achievement throughout the District; and
- Information regarding the prioritization of funding, including without limitation, Enhanced Student Achievement funding, for strategies to improve reading achievement throughout the District.

The District shall post the District’s SDSP to the District’s website under State-Required Information, including any updates to the District’s SDSP.⁵

The District’s Board of Directors shall hold a meeting annually to provide a report that systematically explains the District’s policies, programs, and goals to the community. The District’s report shall detail the progress of the District and the District’s schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District’s website under State-Required Information no later than ten (10) days following the meeting. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District’s program.

Legal References: A.C.A. § 6-15-2914
 DESE Rules Governing the Arkansas Educational Support and Accountability Act
 DESE Rules Governing Parental Involvement Plans and Family and Community Engagement
 Standards for Accreditation 1-B.4, 3-B.1, 3-B.2, 3-B.2.1, 5-A.1
 Commissioner’s Memo COM-20-021

Date Adopted: July 2021

Last Revised:

5.3—CURRICULUM DEVELOPMENT

Sequential curricula should be developed for each subject area. Curricula are to be aligned with the curriculum frameworks and used to plan instruction leading to student proficiency on the Arkansas Academic Standards. Curricula should be in alignment with the District’s vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the

various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

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

Each school shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education.¹ Each school's administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.²

The District shall not purchase curriculum for the District's reading program that is not from the list of curricula approved by the Division of Elementary and Secondary Education.³

Legal References: Standards for Accreditation 1-A.1, 1-A.4
A.C.A. § 6-15-101
A.C.A. § 6-15-1505(a)
A.C.A. § 6-15-2906
A.C.A. § 6-17-429

Date Adopted: July 2021

Last Revised:

5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

Definitions

"Curriculum" means the sequences of public school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

"Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

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

All instructional materials, including classroom events or activities associated with classroom instruction, used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student’s teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

In addition to all other inspection rights under this policy, the following shall be made available for inspection regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program:

- a. Curricula;
- b. Materials;
- c. Tests;
- d. Surveys;
- e. Questionnaires;
- f. Activities; and
- g. Instruction of any kind.

Except when directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction, the District shall provide written notification to parents and legal guardians of their ability to exercise their rights under this policy to review items A-G above or to challenge and/or opt their student out of items under A-G above as permitted under Policy 5.6. The District’s notification method shall ensure that the District receives a confirmation of the written notification receipt from parents and legal guardians.

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

Cross Reference: 5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Legal References: 20 USC § 1232h
A.C.A. § 6-15-1005
A.C.A. § 6-16-152

Date Adopted: July 2021
Last Revised:

5.06—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.

Date Adopted: February 10, 2005 Last Revised: January 13, 2009

5.07—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

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

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

Selection Criteria

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

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

Retention and Continuous Evaluation

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of, no item will be discarded that will have historical significance to the State of Arkansas.

Gifts

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

Challenges

The parent of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process. Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request.

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

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

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

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

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

Date Adopted: February 10, 2005 Last Revised: January 13, 2009

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

Each school in the district, in collaboration with administrators, teachers, other school staff, parents, the community, and students, shall develop a school-level improvement plan (SLIP) to:

- Establish goals or anticipated outcomes based on an analysis of students' needs;
- Identify student supports and evidence-based interventions and practices to be implemented;
- Describe the professional learning necessary for adults to deliver the supports or interventions;
- Describe the implementation timeline for monitoring of the interventions and practices for effectiveness;
- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness; and
- Evaluate and modify a parent, family, and community engagement plan.¹

Each SLIP shall include a literacy plan that includes a curriculum program and a professional development program that is aligned with the District's literacy needs and is based on the science of reading.

Some of the data that shall be considered when developing the SLIP includes, but is not limited to:²

- Statewide assessment results;
- Interim assessment results;
- Similarly situated school's SLIPs; and
- Evaluation(s), including staff, student, and community feedback, of the existing SLIP.

The SLIP is to be reviewed on an ongoing basis with reports to the board on the implementation progress of the SLIP throughout the year of implementation. By May 1 of each year, the SLIP to be implemented in the upcoming school year shall be presented to the District Board of Directors for review and approval.³ The District will post the District's SLIP(s) to the District's website under State-Required Information by August 1 of each year.

The district shall develop, with appropriate staff; school board members; and community input, a school district support plan (SDSP).⁴ The SDSP, in coordination with the District's SLIPs, shall:

- Specify the support the District will provide to the District's schools;
- Collaboratively establish priorities regarding goals or anticipated outcomes with the District's schools, including feeder schools;
- Identify resources to support the established priorities;
- Describe the time and pace of providing support and monitoring for the established priorities;
- Describe the measures for analyzing and evaluating that the District support was effective in improving the school performance;
- Establish, evaluate, and update a parent, family, and community engagement plan;¹ and
- Direct the use of Enhanced Student Achievement funding for strategies to close gaps in academic achievement.

If the District's data reflects a disproportionality in equitable access to qualified and effective teachers and administrators, the District shall develop and implement strategies to provide equitable access as part of the SDSP.

If forty percent (40%) or more of the District's students scored "in need of support" on the prior year's statewide assessment for reading, the District shall develop a literacy plan as part of the SDSP that includes:

- Goals for improving reading achievement throughout the District; and

- Information regarding the prioritization of funding, including without limitation, Enhanced Student Achievement funding, for strategies to improve reading achievement throughout the District.

The District shall post the District's SDSP to the District's website under State-Required Information, including any updates to the District's SDSP.⁵

The District's Board of Directors shall hold a meeting annually to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

Legal References: A.C.A. § 6-15-2914

DESE Rules Governing the Arkansas Educational Support and Accountability Act

DESE Rules Governing Parental Involvement Plans and Family and Community Engagement

Standards for Accreditation 1-B.4, 3-B.1, 3-B.2, 3-B.2.1, 5-A.1

Commissioner's Memo COM-20-021

Date Adopted:

Last Revised:

5.22—CONCURRENT CREDIT

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education (DESE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. 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.

As permitted by the DESE Rules Governing Grading and Course Credit, a student who takes a three (3) semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet core subject area/unit requirements.

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

The student;

The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);

The District; and

The publicly supported community college, technical college, four-year college or university, or private institution of higher education 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. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize students' eligibility for extracurricular activities, graduation, or _____.

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

A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the student's first six (6) concurrent credit hours so long as the concurrent credit courses are taught on the District grounds and by a

teacher employed by the District. Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

Legal References: A.C.A. § 6-15-902(c)(2)
A.C.A. § 6-16-1201 et seq.
A.C.A. § 6-18-232
DESE Rules Governing Grading and Course Credit

Date Adopted: July 2018
Last Revised: July 2018, August 11, 2020

5.20—DISTRICT WEB SITE

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

The Greenbrier School District web site shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site. The web site shall not use cookies to collect or retain identifying information about visitors to its web site nor shall any such information be given to third parties. Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors. Each school's web page shall be under the supervision of the school's Web Master and the District's web site shall be under the supervision of the District's Web Master. They shall have the responsibility for ensuring that web pages meet appropriate levels of academic standards and are in compliance with these guidelines and any additional administrative regulations. To this end the District and School Web Masters shall have the authority to review and edit any proposed changes to web pages to ensure their compliance with this policy. All such editing shall be viewpoint neutral. District and school web pages shall also conform to the following guidelines.

1. All pages on the District's web site may contain advertising and links only to educational sources.
2. The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages which shall also link back to the District's home page.
3. Photos along with the student's name shall only be posted on web pages after receiving written permission from the student's parents or the student if the student is over the age of eighteen (18).
4. The District's web server shall host the Greenbrier District's web site.
5. No web page on the District web site may contain public message boards or chat rooms.
6. All web pages on the District web site shall be constructed to download in a reasonable length of time.
7. The District's home page shall contain a link to a privacy policy notice which must be placed in a clear and prominent place and manner.
8. With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by Greenbrier School District.
9. Included on the District's web site shall be:⁶
 - a. Local and state revenue sources;
 - b. Administrator and teacher salary and benefit expenditure data;
 - c. District balances, including legal balances and building fund balances;
 - d. Minutes of regular and special meetings of the school board;
 - e. The district's budget for the ensuing year;
 - f. A financial breakdown of monthly expenditures of the district;
 - g. The salary schedule for all employees including extended contract and supplementary pay amounts;
 - h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
 - i. The district's annual budget;
 - j. The annual statistical report of the district;
 - k. The district's personnel policies;
 - l. The annual School Performance Report;⁷
 - m. School-Level Improvement Plans;⁸
 - n. The School District Support Plan;⁸

- o. Student discipline policies;
- p. Student services plan;
- q. The District financial policies;
- r. Student handbooks;
- s. The Annual Report to the Public; and
- t. The parent, family, and community engagement plan.

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

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

- The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
- The number of students during the previous school year who received dyslexia intervention; and
- The total number of students identified with dyslexia during the previous school year.

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

Legal References: A.C.A. § 6-11-129 A.C.A. § 6-15-1402 A.C.A. § 6-15-2006 A.C.A. § 6-15-2101 A.C.A. § 6-41-606 A.C.A. §6-41-611 20 U.S.C. § 1232 g 15 U.S.C. § 6501 (COPPA)

Date Adopted: February 10, 2005 Last Revised: August 2006, July 2017

5.22—CONCURRENT CREDIT

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education (DESE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. 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.

As permitted by the DESE Rules Governing Grading and Course Credit, a student who takes a three (3) semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet core subject area/unit requirements.

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

The student;

The student’s parent(s) or legal guardian(s) if the student is under the age of eighteen (18);

The District; and

The publicly supported community college, technical college, four-year college or university, or private institution of higher education 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. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize students’ eligibility for extracurricular activities, graduation, or _____.

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

A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the student’s first six (6) concurrent credit hours so long as the concurrent credit courses are taught on the District grounds and by a teacher employed by the District.² Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District’s campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

Legal References: A.C.A. § 6-15-902(c)(2)
A.C.A. § 6-16-1201 et seq.
A.C.A. § 6-18-232

DESE Rules Governing Grading and Course Credit

5.24—STUDENT PARTICIPATION IN SURVEYS

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

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

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:

1. A student's name;
2. The name of the student's parent or member of the student's family;
3. The address, telephone number, or email address of a student or a member of a student's family;
4. A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;
5. Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.
6. The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.

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

Date Adopted: February 10, 2005 Last Revised: August 2006

5.25—MARKETING OF PERSONAL INFORMATION

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

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

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

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

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

Legal Reference: 20 USC ' 1232h, Part F, Section 1061 (c) (1)(E), (2)(A)(C)(i), (4)(A), (5)(A)(i)(B), (6)(C)(E)]

Date Adopted: February 10, 2005

5.26—ALTERNATIVE 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.

Legal References: A.C.A. 6-20-2305 (b) (2); A.C.A. § 6-48-101 et seq., ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds 3.01,3.05,4.00, and 8.0
 Date Adopted: February 10, 2005
 Last Revised: August, 2006, June 2014

5.26.1—ALE PROGRAM EVALUATION

The ALE program shall be evaluated at least annually to determine its overall effectiveness. The evaluation shall specifically address how the use of ALE funds is in alignment with the district's school district support plan in addressing identified achievement gaps and student performance deficiencies.

Legal Reference: A.C.A. § 6-15-2914
 Date Adopted: July 2018
 Last Revised:

5.29—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 Arkansas Department of Education (ADE), 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 ADE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols. To promote nutrition, physical activity, and other school based activities that will improve student wellness, the District has established the following goals.

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 that 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 competitive foods as required by law and Rule;
14. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of competitive foods.
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;

To Achieve These Policy Goals:

I. School Health Councils

The school district School Nutrition and Physical Activity Advisory council (SNPPA), will create, strengthen, develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The council also will serve as a resource to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables¹;
- serve only low-fat (1%) and fat-free milk and
- ensure that half of the served grains are whole grain.²

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

Breakfast. To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, Agrab-and-go breakfast.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals. Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.³ Toward this end, schools may utilize electronic identification and payment systems.

Summer Food Service Program. Schools in which more than 50% of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

Meal Times and Scheduling. Schools:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks.

Qualifications of School Food Service Staff. Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.⁴

1 To the extent possible, schools will offer at least one non-fried vegetable and one fruit option each day and will offer five different fruits and five different vegetables over the course of a week.

2 A whole grain is one labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient in the gradient statement. Examples include "whole" wheat flour, cracked wheat, brown rice, and oatmeal.

3 It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or "paid" meals.

4 School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

Sharing of Foods and Beverages. Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle/Junior High and High Schools. In middle/junior high and high schools, all foods and beverages sold through a la carte lines during the school day will meet the required nutrition and portion size standards.

Fundraising Activities. To support children's health and school nutrition-education efforts, school fundraising activities will not involve food. Schools will encourage fundraising activities that promote physical activity.

Snacks. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards. Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,⁵ and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations. Celebrations- Schools should limit celebrations that involve food during the day. Celebrations with food or beverage should be established with the school's nine school wide events that 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.

The district will disseminate a list of healthy party ideas to parents and teachers.

School-sponsored Events Booster organizations that operate concession states at school events will be encouraged to meet nutrition standards for meals sold. These meals cannot be sold during hours that would compete with the Child Nutrition program or requirements unless used as one of the nine scheduled event days approved by the school principal and posted on the annual school calendar.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. Greenbrier Public School District aims to teach, encourage, and support healthy eating by students.

Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting For students to receive the nationally-recommended amount of daily physical activity (ie at least 200 mins of physical activity per week and 40 minutes of physical education per week) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will be encouraged to provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will send home nutrition information, post nutrition tips on school websites, and will make available upon request nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports may include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

⁵ Unless this practice is allowed by a student's individual education plan (IEP).

Food Marketing in Schools. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).⁶ School-based marketing of brands promoting predominantly low-nutrition foods and beverages⁷ is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged. Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; and coupons for discount gym memberships.

Staff Wellness. Greenbrier Public School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each school should establish and maintain a staff wellness committee. The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12. All students in grades K-12 will receive daily physical education as is required by state regulations regarding K-12 P.E.

Daily Recess. All elementary school students will have at least 40 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School. All secondary schools will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage verbally and through the provision of space, equipment, and activities daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment. Teachers and other school and community personnel will not withhold opportunities for physical activity.

Safe Routes to School. The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal safe routes to school funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

Use of School Facilities Outside of School Hours. School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

V. Monitoring and Policy Review

Monitoring. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent State review findings and any resulting changes.

The superintendent or designee will develop a summary report every five years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

Policy Review. To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.⁸ The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

⁶ Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

⁷ Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

⁸ Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

Assessments will be repeated every five years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq. as amended by PL 111-296 (Section 204) of 2010. (Section 204 is codified at 42 U.S.C. § 1758(b))
Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.
7 C.F.R. § 210.18
7 C.F.R. § 210.31
A.C.A. § 6-20-709
A.C.A. §§ 20-7-133, 134, and 135
DESE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols
Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School
Commissioner’s Memo CNU-17-010
Commissioner’s Memo CNU-17-013

Commissioner’s Memo CNU-17-016
Nutrition Standards for Arkansas Public Schools

Date Adopted: February 10, 2005

Last Revised: August 11, 2020

5.3—CURRICULUM DEVELOPMENT

Sequential curricula should be developed for each subject area. Curricula are to be aligned with the curriculum frameworks and used to plan instruction leading to student proficiency on the Arkansas² Academic Standards. Curricula should be in alignment with the District’s vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

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

Each school shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education.¹ Each school’s administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.²

Legal References: Standards for Accreditation 1-A.1, 1-A.4
A.C.A. § 6-15-101
A.C.A. § 6-15-1505(a)
A.C.A. § 6-15-2906

Date Adopted: July 2018

Last Revised: July 2018

6.1—COMMUNICATION GOALS

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

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

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

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

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

The District's Board of Directors shall hold a meeting by October 15 of each year to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

Legal References: A.C.A. § 6-15-1005(c), (f)(1)(2)

A.C.A. § 6-16-603 (a) (3)

A.C.A. § 6-18-1003(2)

A.C.A. § 6-18-1005(a)(1)

*A.C.A. § 25-19-106

Standards for Accreditation: 3-B.1, 3-B.2, 3-B.2.1, 5-A.1

Arkansas Department of Education: Regulations Governing Gifted and Talented Program Approval Standards: 4.0; 10.03

Date Adopted: July 2018

Last Revised: July 2018

6.11—PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - DISTRICT

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

1. Involve parents, families, and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental, family, and community engagement activities;
3. Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPI, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents, families, and the community the State's academic and achievement standards, State and local student assessments and how the district's curriculum is aligned with the state's academic standards and assessments and how parents, families, and the community can work with the district to improve students' academic achievement;

5. Provide parents and families with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster 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, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
7. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
8. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent, family, and community engagement programs to suit the needs of our district;
10. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
11. Provide reasonable support for other parental, family, and community engagement activities as parents, families, and the community may reasonably request.

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

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

Legal References: 20 U.S.C. § 6318
 A.C.A. § 6-15-1702
 A.C.A. § 6-15-1703
 A.C.A. § 6-15-1704
 Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement

Date Adopted: July 2018
 Last Revised: July 2018

6.12—PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - SCHOOL

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

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

19. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
20. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To help promote an understanding of each party's role in improving student learning, Greenbrier Schools 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.

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

Greenbrier Schools School shall, at least annually, involve parents, families, and the community in reviewing the school's Title I program and parent, family, and community engagement policy in order to help ensure their continued improvement.

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

Legal References: 20 U.S.C. § 6318
 A.C.A. § 6-15-1702
 A.C.A. § 6-15-1703
 A.C.A. § 6-15-1704
 Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement

Date Adopted: July 2018
Last Revised: July 2018

**GREENBRIER
EASTSIDE, WESTSIDE,
WOOSTER AND SPRINGHILL
ELEMENTARY SCHOOLS
HANDBOOK**

Elementary School Policies

SCHOOL DAY

- School day begins at 7:50 a.m. and ends at 3:20 p.m.
- Car riders should not arrive before 7:30 a.m.
- Students arriving after 8:00 a.m. and before 8:30 a.m. or leaving between 2:40 to 3:20 p.m. will be considered tardy and must be signed in/out through the office by a parent/guardian.
- Students arriving after 8:30 a.m. or leaving before 2:40 p.m. will receive a ½ day absence.

Car riders must be picked up by 3:40 p.m. Parents/guardians should remain in their cars when picking up their children in the afternoon so that students may be more closely monitored unless a parent needs to speak to school staff. No one will be allowed to wait inside the building.

PRIMARY ATTENDANCE REGULATIONS

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

Students shall not be absent, as defined in this policy more than 8 days in grades K-5 in a semester. When a student has 4 days in grades K-5 absences, his/her parent, guardian, or person in loco parentis shall be notified that the student has missed half the allowable days for the semester. Notification may be by telephone.

Whenever a K-5 student exceeds 8 unexcused days in a semester, the District shall notify the prosecuting authority and the parent, guardian, or person in loco parentis shall be subject to a civil penalty as prescribed by law.

A K-5 student with 8 unexcused days in a course in a semester shall not receive credit for that semester. If the student fails to receive credit for a sufficient number of courses and at the discretion of the principal after consultation with persons having knowledge of the circumstances of the absences, the student may be denied promotion. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

It is the Arkansas General Assembly's intention that students having excessive unexcused absences due to illness, accident, or other unavoidable reason be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of allowable unexcused absences (unless unable to do so due to unforeseen circumstances), the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's 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.

Days missed due to in-school or out-of-school suspension shall not count toward the allowable number of days absent.

ADDITIONAL ABSENCES

Additional absences that are not charged against the allowable number of absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement upon his/her return to school from the parent, guardian, person in loco parentis, or appropriate government agency stating such reason:

1. To participate in a 4-H sanctioned activity;
2. To serve as a page for a member of the General Assembly;
3. 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; and
4. For purposes pre-approved by the school administration such as to obey a subpoena, or to attend at an appointment with a government agency;
5. Due to the student having been sent home from school due to illness.
6. When presenting a doctor's note upon returning (1st day back) to school.

PERFECT ATTENDANCE

Students may maintain a perfect attendance record by attending classes each day school is in session. To be eligible for a perfect attendance certificate an elementary school student must be present from 8:00 a.m. to 3:20 p.m. for dismissal. Certificates will be awarded at the end of the school year.

GRADING

Report cards are issued the week following the end of each nine-week period. Progress reports will be sent home mid-way through the nine-week grading period, within 2 weeks. Student grades may be checked in grades 3rd-5th at any time through the eSchool web address located on the front cover. In grades kindergarten through 2nd grade, mastery levels will be reported in literacy, math, social studies, and science. Grades 3-5 report letter grades according to this scale in science, and social studies:

A – 90-100	D – 60-69
B – 80-89	F – Below 60
C – 70-79	

Grades 3-5 report literacy performance through standards based assessments.

***Grades assigned reflect educational objectives only.**

HOMEWORK

Homework is assigned when individual or class needs can be best met through its use.

1. Additional assignments designed to help children work up to their abilities.
2. Work planned to help children overcome particular difficulties.
3. Assignments made for the purpose of encouraging pupils to pursue an individual interest, or develop more fully a specific skill or ability.

It is anticipated that most student work will be done at school and that little homework will be assigned.

PARENT-TEACHER CONFERENCES

Teachers will be available for conferences with parents in the afternoon after school. We must limit our conferences to this time because conferences held during the day take the teacher from his/her teaching duties. Please schedule appointments in advance with your child's teacher.

Also, a student led conference day is scheduled during each semester, for a total of two per school year. All parents are urged to attend.

CAFETERIA

Cafeteria Policy – **Elementary**

Price:

School Breakfast:

First Paid Breakfast - \$1.50

First Reduced Breakfast - \$0.30

Second Breakfast- \$2.00

School Lunch:

Paid - \$2.25

Reduced - \$.40

The cafeteria offers breakfast and lunch daily at each school. Menus are posted on the Greenbrier School District Website and are also available on the Greenbrier School District App. Parents or guardians may apply for free and reduced priced meals anytime during the school year; applications are available at each school office. Greenbrier School District does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Each student is assigned an individual lunch account. Families and/or households have the option to merge lunch accounts resulting in a shared balance for the entire family. Each cafeteria will accept check or cash payments to put toward a student's account. A parent or guardian also has the option to pay online through the webpage: family.titank12.com. Please contact the Child Nutrition Department with any questions throughout this process at 501-679-8214.

In accordance with Arkansas law, Greenbrier School District will not deny the first reimbursable breakfast and/or a reimbursable lunch if student's accounts do not have enough funds to purchase a meal. The District will notify a student's parent or guardian when the student's prepaid account balance has received five (5) unpaid meals. It is the responsibility of each household to ensure adequate funds are available for school lunch and breakfast. Positive and negative cafeteria balances will follow the student when advancing to the next grade each school year. If a student drops from Greenbrier School District, that student is still responsible for unpaid balances. Attempts will be made to collect charges. All dropped student unpaid meal charges will be consolidated and considered bad debt at the end of each school year.

Meals served in each cafeteria abide by rules set forth by the National School Lunch Program. Any substitutions to the planned menu will be allowed if correct documentation is on file. Contact the Child Nutrition Office for a Special Dietary Needs form.

Parents or guardians are welcome and encouraged to eat lunch with their children at parent tables available at all schools.

HEALTH SERVICES

If your child becomes ill at school, the school nurse will check the student's temperature, consider symptoms and decide whether to call the parent/guardian. Students with a temperature of 100 or greater will be sent home. After an illness, students must be fever/symptom free for 24 hours before returning to school. The school nurse will not give Tylenol or Ibuprofen unless a physician prescribes the medication to be given at school. A note from the doctor will be needed and a Medication Administration Form will need to be filled out and signed by the parent/guardian.

If it is necessary for your child to take an over-the-counter medication while at school, parents are required to provide the medication in a bottle with a pharmacy prescription label that includes the child's name, dosage, and time to be given. A signed medication administration form will be required for medication to be dispensed.

Prescription medication to be taken by the student must be left with the nurse at the beginning of the day.

Parent/Guardian must sign a medication administration form for medication to be administered. Medication must be in the original bottle with the prescription label attached, stating the child's name, date, name of medication, name of prescribing physician, dosage, time of administration and pharmacy name. Medication that is to be given daily or two times a day should not be given at school unless the physician specifically states a time during the school day at which it is to be given. An antibiotic which is to be given three times daily can be given before the child leaves for school, when he/she gets home, and at bedtime. School nurses will not give the first dose of any medication. It must be given at home by parent/guardian.

All medications must be brought to school in the original container. Medications in "baggies" or other unmarked containers will not be given. Students will not be allowed to carry medications on their person or in their backpack or purse with the exception of asthma inhalers or Epi Pens (see below). In case of accidents of a serious nature, first aid will be administered, and then parents will be notified. After notification, parents may pick up student or someone will meet you at your doctor's office or hospital. It is very important that the emergency procedure form is completed, with current correct phone numbers, and on file in the school office so parents/guardians can be reached. Parents or Guardians must provide written authorization for a student to carry an asthma inhaler or auto-injectable epinephrine (Epi Pen) with him/her while at school, at an on-site school sponsored activity, or at an off-site school sponsored activity. A medical release form from the school nurse shall be signed by the parent/guardian to allow these medications to be carried by the student.

Immunization Requirements: Parents of all students in grades K-12 are required to provide proof of the following immunizations:

- DTP – 4 doses (1 dose after 4th birthday)
- Tdap-1 dose for students who turn 11 years old by Sept. 1st
- Polio – 3 doses (1 dose after 4th birthday)
- Measles, Mumps and Rubella (MMR) – 2 doses
- Hepatitis B – 3 doses
- Varicella (Chicken Pox) – 2 doses for all students. If history of chicken pox then a letter from a physician is required
- MCV4 (Meningococcal)- 1st does for all 7th graders, 2nd dose for all students who turn 16 years old by September 1st
- Hepatitis A: 1 dose for all Kindergarteners and 1st graders

VISITATION

Visitors are required to come by the office first when making a visit to the school. Visitors will be required to show a state issued photo ID and wear a visitor's badge while on campus. This will eliminate unnecessary interruptions to carefully planned classroom activities. If it is necessary for you to bring materials, wraps, or such for your child, bring these to the office for delivery.

CONDUCT/DISCIPLINE

All students are expected to conduct themselves at all times in a manner that will contribute to the best interests of the school system and not infringe on the rights of others. Consequences could range from a verbal warning to expulsion. Corporal punishment, if

necessary, will be administered privately by the principal or his/her designee with a witness who is a licensed staff member employed by the District. A child may be sent home for acts of misbehavior and readmitted only after a conference with parent/guardian. All disciplinary offenses will be classified as Class I, Class II, or Class III Acts and will be dealt with according to the severity of the offense.

CLASS I INFRACTIONS

- Disruption-any interference that disrupts normal classroom activities
- Misuse of personal electronic devices
- Insubordination-refusal to follow teacher directions
- Possessions of prohibited articles (toys, music players, calculators, laser pointers, trading cards of any kind, etc.)
- Profanity
- Cheating on assignments/tests
- Throwing rocks or rough-housing during recess
- Dress Code violation (see Dress Code)
- Other actions construed as disruptive by the principal or her designee

CLASS I DISCIPLINARY ACTIONS

Consequences could range from a verbal warning and conference with parents to expulsion, and consequences may vary depending upon circumstances.

CLASS II INFRACTIONS

- Disrespect for authority
- Bullying
- Theft of property
- Possession or use of tobacco products, lighters, and matches on school premises.
- Sexual harassment
- Possession, use, sale, delivery or transmission of non-prescription, over-the-counter medication. All medication to be used must be used in the presence of the school nurse or the school office personnel.
- Knowingly communicating a false alarm
- Possession of a cell phone or Smartwatch with communication capabilities turned on normal school hours
- Other actions construed as disruptive by the principal or her designee.

CLASS II DISCIPLINARY ACTIONS

Consequences could range from a verbal warning and conference with parents to expulsion, and consequences may vary depending upon circumstances.

CLASS III INFRACTIONS

- Fighting/assault
- Physical abuse/assault of school personnel
- Damaging, defacing and/or theft of school property (including books)
- Possession of firearms, weapons and/or dangerous instruments
- Possession of drug paraphernalia
- Communicating a death threat
- Other actions construed as disruptive by the principal or her designee

CLASS III DISCIPLINARY ACTIONS

Consequences could range from a verbal warning and conference with parents to expulsion, and consequences may vary depending upon circumstances.

CLASS IV INFRACTIONS AND DISCIPLINARY ACTIONS

Possession, use, sale, delivery or transmission of illegal drugs, look-alike drugs, and/or alcoholic beverages will result in ten (10) days out-of-school suspension and recommendation for expulsion.

SCHOOL/CLASSROOM DISRUPTIONS

Teachers will make every effort to contact parents with two-way communication by calls, e-mails, or notes home about disruptive behavior. If these steps to improve student behavior fail, the administrators will contact the parents/guardians.

PLAYGROUND CONDUCT

Students should play and stay in the designated playground area and away from the building. No tackle sports are allowed. Foul language is not acceptable. Rock throwing is not allowed.

TELEPHONES

The school telephone is for business calls only. Children are not called to the telephone. No phone messages can be delivered to students after 2:40 p.m. unless it is an emergency.

CELL PHONES

Students' cell phones must be turned off and in their backpacks while on school campus.

PARTIES/FIELD TRIPS

Three parties are planned each year by the teacher, students, and parents. These are scheduled in observance of Christmas, Valentine, and an end-of-school picnic. Parties for birthdays, etc., will not be held.

Students attending a field trip must ride the bus to the destination. Parents may check their child out at the end of the event. If a student does not attend the field trip, she/he will be counted absent for the day. **Unfortunately, field trip money is nonrefundable.**

SCHOOL SUPPLIES

All school supplies will be provided by the District with the exception of a backpack.

LIBRARY

Book payment – If a book is lost or severely damaged while checked out, the student is responsible for the cost of replacing the book.

MONEY AND VALUABLES

Students should bring to school only the money required for lunches, field trips, etc. Students should bring all money for school in a sealed envelope, clearly labeled with the student's name.

Any toys, trading cards of any kind, and/or other valuable items etc., are not allowed at school. The school cannot assume responsibility for items lost or stolen at school. Students are not to buy or sell any items at school unless approved by the principal.

DRESS CODE

Children should wear clothing that is comfortable and appropriate for the season. Students shall not practice a mode of dress, or standard of personal grooming which will present a health or safety hazard or disturbance to the educational process. Hats and shoes with wheels are not allowed at school. No clothing will be worn having offensive slogans or advertising tobacco or alcoholic beverages. Remember to mark all articles for identification.

The following items of apparel will not be permitted for upper elementary students (grades 3rd-5th):

1. Bare midriffs, spaghetti straps, halter tops, strapless tops, muscle shirts with the sleeves cut off, etc.
2. Shorts, miniskirts, or dresses should be no shorter than the finger tips when arms are held straight against your side.
3. Tights, leggings, or spandex are not allowed unless covered with a loose fitting top.
4. Oversized clothing (Absolutely No "Sagging")
5. Any clothing, hairstyle, body piercing, or hair color that is deemed disruptive
6. Any clothing with inappropriate holes and/or tears

The final decision regarding apparel will be determined by the principal or designee. Students who arrive inappropriately dressed will be asked to change clothes. Parents or guardians will be called to either bring a change of clothes or to take the student home to change.

DELIVERIES

The Greenbrier School district does not allow delivery of items such as flowers, balloons, candy, or any other type of gift to students. This includes items brought by students for other students.

WELLNESS POLICY

The health and physical well-being of our students directly affects their ability to learn. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. Act 1220 of 2003 requires schools to limit student access to snacks and treats. Per Arkansas Food Code, items brought from home must be commercially prepared and packaged. Parents will be provided a list of **State-approved snacks**. School events that will allow for foods that do not follow the nutrition standards for food and beverages are as follows:

1. Academic and effort incentive: 1st Quarter
2. Academic and effort incentive: 2nd Quarter
3. Academic and effort incentive: 3rd Quarter
4. Academic and effort incentive: 4th Quarter
5. Christmas party
6. Valentine party
7. School Spirit Event
8. PTO sponsored event: 1st Semester
9. PTO sponsored event: 2nd Semester

GRIEVANCE POLICY/CONFLICT RESOLUTION

Greenbrier School District and its elementary schools strive to maintain effective processes in resolving parental concerns. The opinions and ideas of all stakeholders will be considered for the student's best interest.

The Greenbrier School District encourages Grievance Policy as a guide for parents and guardians to solve possible grievance issues in the most effective manner. The following procedure will be followed whenever a parent/guardian has a grievance issue:

1. The parent/guardian is to set an appointment with the teacher or staff member involved in the grievance. The teacher and parent/guardian may request that the building principal be present.
2. If the issue is not resolved, the parent/guardian may ask for a meeting with the principal.
3. If the issue remains unresolved, the parent/guardian is requested to contact the Greenbrier School District Deputy Superintendent at 501-679-4300.

MISCELLANEOUS

Chewing gum is not allowed on buses or at school (unless approved by the administration) at any time. Treats from home are not allowed unless they are from the State-approved nutrition list, store purchased food (no home-made), and are one of the nine events listed above (including birthday treats and special events).

SCHOOL-PARENT COMPACT

The staff at Greenbrier Elementary Schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2019-2020 school year.

School Responsibilities

Greenbrier Elementary Schools will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

“The mission of the Greenbrier School District is to educate all students in a safe environment. We will provide a challenging curriculum for each student that promotes higher level thinking skills and develops working skills in technology. We are committed to empowering our students to become life-long learners, to be accountable for their own learning, and to develop skills necessary to be a responsible citizen in an ever-changing world.”

2. Hold student led conferences during which this compact will be discussed as it relates to the individual child's achievement. . Student led conferences will be held on October 22ND and 13th, 2019 2:00 p.m. - 7:00 p.m. and February 11th and 13th, 2020, 2:00-7:00 p.m.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

September 13, 2021 Progress Reports
October 19, 2021. Report Cards
November 15, 2021. Progress Reports
January 10, 2021. Report Cards
February 8, 2021. Progress Reports
March 18, 2021. Report Cards
April 25, 2021. Progress Reports
May 27, 2021. Report Cards

Parents may check their child's progress daily through HAC (Home Access Center) and receive up-to-date information about school activities through weekly announcements via e-mail.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents by appointment or by phone during their activity block, recess, or other identified times.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities through a classroom volunteer program. Other opportunities for parental involvement include Orientation, Parent Literacy Night, monthly PTO meetings, Christmas Open House, Wellness Night and Math/Science Night.

Parent Responsibilities

We, as parents, will support our child's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television and video games their child watches.
- Volunteering in their child's classroom and school.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on school advisory committees.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Stay on-task during daily instruction.
- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Your signature that you received a copy of the student handbook ensures that you understand the responsibilities of everyone involved in the education of your child. We, the teachers and administrators at Greenbrier Elementary Schools, want to work with you as a team to ensure the academic success of your child.

Parental Involvement Policies for each elementary school will be posted on the school website and made available to parents.

Mandi Dunlap, Eastside Elementary Principal
Ashley Hammett, Springhill Elementary Principal
Angie Betancourt, Westside Elementary Principal
Amber Brantley, Wooster Elementary Principal

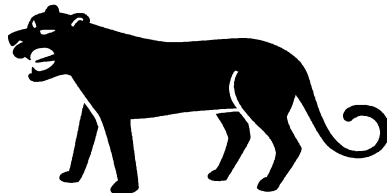
SCHOOL PARENTAL INVOLVEMENT POLICY 2019-2020

Our school has worked with our parents in developing a written parental involvement policy. A copy of the Policy is kept on file in our school's parent resource center and distributed at our annual Title I Meeting. We have used several strategies to make the policy widely available in our community. For those parents who do not attend our annual meeting, we provide access to them during the parent teacher conference that is held with each parent who has children attending our school. During our fall meeting a committee is appointed to update and revise policy as needed. A sign-in sheet will be kept to document attendance. In addition to our fall annual meeting, other meetings are scheduled as necessary.

The agenda topics for each meeting include:

- Rights of parents to be involved in the planning, review and revision of the School-Wide Program, including the school parental involvement policy.
- An overview of the Title I Program to include:
 - An explanation of the curriculum used, forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet and, if requested by parents, opportunities for regular meetings designed to create meaningful partnerships between them and the school.
- A description of how the various funding sources used in the building are coordinated.

There will be a time for dialogue with our parents and they will be encouraged to ask questions and offer suggestions as they relate to budgeting of all federal monies. Parents will be encouraged to form a partnership with the school and continually communicate with the school on an ongoing basis throughout the year.



PARENT RIGHT-TO-KNOW LETTER 2019-2020

Dear Parent or Guardian:

The Greenbrier Elementary Schools receive federal funds for Title I, Part A programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualifications of the classroom staff working with your child. Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s):

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate's degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

To request this information please contact your child's school by phone or by e-mail (contact information listed on the second page of this handbook).

Should you have any other questions regarding your child's education, please do not hesitate to contact us.

Sincerely,

Scott Spainhour
Superintendent of Schools

GREENBRIER
SECONDARY SCHOOL
HANDBOOK

For grades 6 through 12

Secondary School Policies

GHS ALMA MATER

*The school room windows are open wide as we go gaily by,
Spirit gleams in everybody's eyes.
We sing in honor of the tie that binds our hearts as one,
Singing as we have a lot of fun,
So merrily sing we all to GHS.
The school we love the best.
It's better than all the rest.
So merrily sing to Greenbrier High and always try
to lead
Her on to VICTORY!*

PARENTAL INVOLVEMENT

The Greenbrier School District recognizes the importance of involving parents in promoting higher student achievement and general good 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 students, parents, community, and the school. 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, including other federally funded programs in the district;
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 material 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;
9. Welcome parents to school and will have no policy that discourages parents from visiting or coming inside our schools;
10. Find and modify other successful parent and community involvement programs to suit the needs of our district;
11. Train parents to enhance and promote the involvement of other parents;
12. Provide reasonable support for other parental involvement activities as parents may reasonably request.

GRIEVANCE POLICY

The Greenbrier School District encourages the following Grievance Policy as a guide for parents and guardians to solve possible grievance issues in the most effective manner. The following procedure will be followed whenever a parent/guardian has a grievance issue:

Step One: The parent/guardian is to set an appointment with the teacher or staff member involved in the grievance. The teacher and parent/guardian may request that the building principal be present.

Step Two: If the issue is not resolved, the parent/guardian may ask for a meeting with the principal.

Step Three: If the issue remains unresolved, the parent/guardian is requested to contact the Greenbrier School District Deputy Superintendent at (501) 679-4300.

SCHOOL RESOURCE OFFICER

The Greenbrier School District, along with the city of Greenbrier, provides a School Resource Officer Program. The objective of the School Resource Officer program is to promote and assist the Greenbrier School District in providing a safe learning environment and to improve relations between law enforcement officers and the youth of our community. The role of the School Resource Officer is:

- Provide protection from negative outside influences and assist in maintenance of order.
- Consult to staff safety matters and provide violence reduction strategies and legal aspect activities to students.
- Provide positive role model to students and foster better understanding between law enforcement, community, students and staff.

- Assist in crisis intervention.

MANDATORY DRUG TESTING STUDENT DRUG TESTING POLICY

Definitions

Drug: Any substance considered illegal by Arkansas Statutes, or which is controlled by the Food and Drug Administration unless prescribed by a licensed physician.

Activity Programs: Any activity that meets the guidelines of the Arkansas Activities Association or any other organization and/or activity recognized by Greenbrier School. Activities may include but are not limited to:

Band	FBLA	Softball
Baseball	FCCLA	Tennis
Basketball	FFA	Track
Bowling	Football	Volleyball
Cheerleading	Golf	Wrestling
Choir	Shooting Team	
Cross Country	Soccer	

*May include others not yet formed or not yet listed.

School Year: From the first day of classes in the fall, unless the activity begins prior to the first day of classes, in which event from the first day of practice through the last day of classes in the spring.

Policy Statement: Greenbrier School District is conducting a mandatory drug testing program for students in all activity programs grades 8-12.

Purpose: **The purpose of this policy is:**

1. To ensure the total well-being of all students at Greenbrier Schools.
2. To emphasize the health and safety of students as well as addressing the long-term physical and emotional effects of chemical use on their health.
3. To undermine the effects of peer pressure by providing a legitimate reason for students in activity programs to refuse to use illegal drugs.
4. To encourage students in activity programs who use drugs to discontinue and participate in drug treatment programs.
5. To establish a standard of conduct for students representing Greenbrier Schools who are considered leaders and standard bearers among their peers.
6. To work with parents to assist in keeping their children drug free.
7. To assist students who need to be referred for assistance or evaluation regarding their use of illegal drugs.

Procedures for Students in Activity Programs

Consent:

Each student wishing to participate in any activity program and the student's custodial parent or guardian will consent in writing to drug testing pursuant to the District's drug testing program. Written consent of this policy is a form provided by the District. No student shall be allowed to participate in any activity program absent of such consent.

This form of consent will be binding for the remainder of the school year unless the district is notified in writing by the student's parent or guardian that the student is no longer in any extracurricular activity and the parent's wish is for their child not to be drug tested.

Student Selection:

At the option of the District, all students in activity programs may be drug tested at the beginning of the school year, or at the beginning of their activity. In addition, random testing will be conducted during the school year. The random testing shall be made up of a sufficient number of students in the activity programs to create a probability in favor of each student being randomly tested during the school year. Selection for random testing will be lottery drawing from a "pool" of all students in activity programs in the District at the time of the drawing. A single test can be required by a coach/sponsor from a student for reasonable suspicion. The Drug Abuse Prevention Coordinator shall take all reasonable steps to assure the integrity, confidentiality, and random nature of the selection process, including, but not necessarily limited to, assuring that the names of all participating students in activity programs are in the pool, assuring the identity of students drawn for testing is not known to those involved in the selection process and assuring direct observation of the process by the least intrusive means possible while assuring brevity and privacy.

Sample Collection:

Samples will be collected at a mutually convenient time on the same day the student is selected for testing or, if the student is absent on that day, on the day of the student's return to school. If a student is unable to produce a sample at any particular time, the student

will be allowed to return later that same day to provide the sample. All students providing samples will be given the option of doing so in an individual stall with the door closed.

Testing Agent:

The District will choose a qualified agency for the purpose of processing sample results and maintaining privacy with respect to test results and related matters.

Prescription Medication:

The existence of lawfully prescribed medication in the student's sample is not a violation of this policy when taken in accordance with a physician's recommendation or prescription to a specific student. Some over-the-counter medications may have similarities to unlawful drugs when tested. Students may indicate prescribed medication on the drug testing consent form. Students should inform the drug testing coordinator of any prescription medications they are taking at the time of testing. Students may also be asked to produce a doctor's note or doctor's prescription to verify the medications they are taking. Students who refuse to provide verification and test positive will be subject to the actions specified below for a "positive test."

Scope of Test:

The drug screening tests are for one or more illegal drugs. Student samples will not be screened for the presence of any substance other than an illegal drug or for the existence of any physical condition other than drug intoxication. If the screen shows a positive reading, the sample will be sent to a testing lab. If the sample tests negative at the lab, the student will be notified and no further action will be taken.

Limited Access to Results:

The testing lab will be authorized to report results only to the Coordinator or to such persons as the Coordinator may designate in the event the Coordinator is absent.

Refusal to Submit to the drug screen/test after selection:

Any student selected who refuses to submit to random drug testing and/or re-testing will be subject to the provisions of a positive test.

Falsifying a Drug Screen/Test after selection:

Any student selected who falsifies or tampers with the test sample will be subject to the provisions of a positive test.

Procedure in the Events of a Positive Result from the Lab:

Whenever a student's test results indicate the presence of illegal drugs ("positive drug"), the following will occur:

If the sample tests positive, a custodial parent or legal guardian will be notified and a meeting will be scheduled with the Coordinator, the student, the custodial parent or legal guardian, the student's principal, and head coach or sponsor.

FIRST POSITIVE RESULT

For the first positive result, the student will be encouraged to seek treatment and/or counseling for drug/alcohol related problems. A referral/resource list will be made available to the student and parent/legal guardian.

The student will not be able to participate in any practice *or attend any* competition, activity, presentation, or event representing Greenbrier Schools for *a minimum of 25 days*. Between *25 and 35 days* after the 1st positive result, the student will be tested again, at his/her own expense, and a written copy of the results will be given to the Drug Abuse Prevention Coordinator or his/her designee. If the retest is negative, the student will be reinstated to full participation. If the retest is positive, this will result in a second positive result (see second positive result).

SECOND POSITIVE RESULT

For the second positive result in the same year or on any two consecutive school years the student will not be able to participate in *or attend any* practice, competition, activity, presentation, or event for 90 days from the date of the second test. After 90 days, the student must pass a school administered drug test and show satisfactory progress in a drug counseling program approved by the school district.

THIRD POSITIVE RESULT:

For the third positive result in the same year or any two consecutive school years, the student will be permanently removed from participating in or attending any events and/or activity programs.

Nature of Policy:

No student shall be penalized academically for testing positive for illegal drugs. The results of any drug test pursuant to this policy will not be documented in any student's academic records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities, absent legal compulsion by valid or binding subpoena or other legal process, which the District shall not solicit. In the event of service of any such subpoena or legal process, the student and the student's custodial parent or legal guardian will be notified as soon as possible before response is made by the District.

Other Disciplinary Measures:

The District, by accepting this policy is not precluded from utilizing other disciplinary measures set forth in the Student Discipline Policy and this policy does not preclude to the District from taking disciplinary procedure and resulting action when founded upon reasonable belief and suspicion that a student has participated in drug related activities.

ENROLLMENT/DROP/ATTENDANCE PROCEDURES

A record of pupil attendance shall be kept by the school district on the state of Arkansas' eSchool database. The official reporting period for attendance shall be quarterly with the actual number of days counted in each period to be not less than forty (40) nor more than fifty (50). The school district central office shall file a report on its enrollment for each quarterly period with the Arkansas Department of Education within the time frame and format as directed by the ADE.

Each district school shall designate an employee or employees to enroll new students, drop those leaving the district, and maintain student attendance. All of these tasks are to be performed as promptly as possible. A social security/student ID number must be established to enter students in the eSchool program.

New families in the district must provide two proofs of residency upon enrollment of children.

Students enrolling during the school year should have a withdrawal form from the previous school attended. If this is not provided, the enrolling school will call to verify previous enrollment. Exceptions to this will be home-schooled children returning to public school and children moving early in the school year from a state where school has not started yet.

Students are dropped from the school's rolls upon the following:

- Receipt of a written request (via fax or mail) for records from another school indicating that the student has enrolled in that school. The student is dropped as of the date on the transfer request or, if no date, the day the request was received.
- Students are also dropped from the school's roll if they have been absent for ten (10) consecutive days and repeated attempts to locate the parents/guardians are unsuccessful. Students may be carried with ten (10) or more consecutive absences if contact is made with the parents and proper documentation to excuse the absences is received.
- Students in DHS custody are carried on the school's roll until a request for records is received from a long-term care facility or until verification is provided that the child no longer resides with the parents, custodians, or foster home.

ATTENDANCE

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

Students may not be absent, as defined in this policy more than 8 days for grades 6-12 in a semester. When a student has 4 days for grades 6-12 absences, his/her parent, guardian, or person in loco parentis shall be notified that the student has missed half the allowable days for the semester. 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 8 days for grades 6-12 absences in a semester, the District may notify the prosecuting authority and the parent, guardian, or person in loco parentis shall be subject to a civil penalty as prescribed by law.

Students in grades 6 through 12 with more than 8 days of unexcused absences in a course in a semester may not receive credit for that course. If the student fails to receive credit for a sufficient number of courses and at the discretion of the principal after consultation with persons having knowledge of the circumstances of the absences, the student may be denied promotion or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

It is the Arkansas General Assembly's intention that students having excessive absences due to illness, accident, or other unavoidable reason be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of allowable absences (unless unable to do so due to unforeseen circumstances), the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's 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.

Days missed due to in-school or out-of-school suspension shall not count toward the allowable number of days absent.

It is a privilege for students to drive on campus. Excessive tardiness and/or absences may result in driving privileges being revoked.

SATURDAY SCHOOL

Students will be assigned to Saturday School as based on the following criteria:

- 4 or more unexcused absences per 9 weeks and failing a class needed for graduation requirements.
- As soon as a student misses the proposed number of days and is failing, they will be assigned Saturday School until they are no longer failing the course(s).
- Once a student has been assigned Saturday School as based on the above criteria, the consequences for missing an assigned session are as follows:
 - 1st Offense: Student will be assigned an additional day of Saturday School
 - 2nd Offense: Student will be suspended from all extra-curricular activities until Saturday School attendance requirements are met
 - 3rd Offense: Student will be assigned to attend Summer School

Students with 10 or more unexcused absences throughout the school year in any one class may not attend prom.

ADDITIONAL ABSENCES

Additional absences that are considered excused are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement upon his/her return to school from the parent, guardian, person in loco parentis, or appropriate government agency stating such reason:

1. To participate in an FFA, FCCLA, or 4-H sanctioned activity;
2. To participate in the election poll workers program for high school students;
3. To serve as a page for a member of the General Assembly;
4. 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; and
5. For purposes pre-approved by the school administration such as visiting prospective colleges, to obey a subpoena, or to attend at an appointment with a government agency ;
6. Due to the student having been sent home from school due to illness.
7. When presenting a doctor's note upon returning (1st day back) to school.

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 code.

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.

TARDY POLICY

Tardy students are disruptive to the classroom and also have an adverse effect on students' educational progress. Any student arriving to school after the beginning of first period must report to the office before going to the classroom. Students in grades 6 through nine who arrive late must be accompanied by a parent or guardian. Tardies are not classified as excused or unexcused. No notes will be accepted unless it falls under extenuating circumstances.

First Tardy	Warning
Second Tardy	Detention-one day
Third Tardy	Detention-three days
Fourth Tardy	In-School Suspension-one day
Fifth Tardy	In-School Suspension-two days
Sixth & Subsequent Tardies	Driving students may have driving privileges revoked for one week or five school days. Non-driving students may face consequences including suspension from school and/or a parent conference.

It is a privilege for students to drive on campus. Excessive tardiness and/or absences may result in driving privileges being revoked.

MAKE-UP ASSIGNMENTS AND EXAMINATIONS

Following excused absence(s), a student may be allowed up to five (5) school days from the date of the assignment or from the date of return to school to make up any missed assignment or examination. The number of days missed from school may be considered to determine the number of days allowed to make up work with a maximum of five (5) days. Students who are absent without excuse may not be permitted to receive credit for assignments or examinations that are missed during the unexcused absence.

Approved school sponsored student activities may be considered excused absences.

A student may be denied attendance to school sponsored activities if student assignments and/or examinations are not completed.

Students are responsible for scheduling make-up assignments and examinations with their teacher(s) on the first day of the student's return to school.

If there are extenuating circumstances, written administrative approval, may be given for exception(s) to the policy.

EXPECTATIONS OF STUDENTS

Students are expected to follow these guidelines:

- Stay on campus after arriving on the school grounds unless permission to leave is granted from the principal's office.
- Avoid group gatherings in the halls. The conduct in the halls reflects the climate and character of the school.
- Avoid running in the halls.
- Keep to the right of center in the halls.
- Avoid group gatherings at the entrance of doorways, as this interferes greatly with entering and exiting the building.

DISCIPLINARY POLICIES FOR STUDENT MISBEHAVIOR

All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school system and not infringe on the rights of others. The following activities are considered improper conduct and will subject the student to disciplinary action including, but not limited to, parental conferences, corporal punishment, class suspension, school suspension, expulsion, and criminal charges.

School suspension shall not be counted toward a student's accumulated days of absence; however, suspended students cannot make up assignments.

Any infraction not listed in this handbook will be handled with an administrative response ranging from a conference and warning to expulsion.

CLASS I INFRACTIONS

1. Failure to follow the student driving policy
2. Use of profanity, obscene or vulgar language
3. Any disruption
4. Public display of affection in the halls or on school grounds
5. Possession of laser devices on school grounds
6. Gambling in any form
7. Failure to bring proper materials to class (books, pencils, paper)
8. Possession of food or drink in un-designated areas
9. Putting head on desk
10. Misuse of personal electronic devices (PEDs)
11. Horseplay
12. Misuse of cell phones

The following consequences will be taken in regards to Class I infractions:

Office Referral

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Disciplinary Action

- Consequences may vary from warning, conference, and/or detention
- Parent contact and detention
- Corporal punishment or in-school suspension – two (2) days
- In-school suspension – three (3) days
- In-school suspension – six (6) days
- Suspension – three (3) days
- Suspension – five (5) days
- Suspension – ten (10) days
- Suspension – ten (10) days with possible recommendation for expulsion

Consequences may vary 1 through 9 depending upon circumstances.

CLASS II INFRACTIONS

1. The use or possession of tobacco products and/or lighters, electronic cigarettes or vapor cigarettes during school
2. Fighting- all parties participating in the fight, including bystanders who are urging them on, will be subject to disciplinary action and possible criminal charges. Depending on the actions of the students involved, the principal or supervising staff may classify the fight as a Class III Infraction. Refer to Class III Infractions, #3.
3. Tampering with fire-fighting equipment or emergency alarm systems (Act 567)
4. Second failure to follow the student driving policy
5. Truancy (skipping school and/or cutting class)
6. Any act of disrespect toward school personnel or fellow students (including social media postings that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff)
7. Theft or destruction of school property (students will also pay the damage and may face criminal charges); depending on severity, could be classified as a Class III offense
8. Forging, falsifying, altering, or illegally possessing district forms or using forged notes or excuses
9. Forging, falsifying, altering, or interfering with district policies or procedures
10. Committing an act of defiance, either in language or action, against a teacher or employee of the school district
11. Academic dishonesty (Consequences depending on individual circumstances may include other disciplinary action(s) including loss of credit.)
12. Failure to identify oneself to any school personnel
13. Leaving campus without proper authorization
14. In any parking lot during school hours without proper authorization
15. Bullying
16. Insubordination
17. Any infraction which the school principal or designee considers serious enough to warrant corporal punishment or school suspension

The following consequences will be taken in regards to Class II infractions:

<u>Office Referral</u>	<u>Disciplinary Action</u>
1	Corporal punishment or in-school suspension – two (2) days
2	In-school suspension – three (3) days
3	In-school suspension – five (5) days
4	Suspension – three (3) days
5	Suspension – five (5) days
6	Suspension – ten (10) days
7	Suspension – ten (10) days with possible recommendation for expulsion

Consequences may vary 1 through 8 depending upon circumstances.

RE: 1. The use of or possession of tobacco products and/or lighters, electronic cigarettes during school: Students will also be cited a ticket by the resource officer.

CLASS III INFRACTIONS

1. Possession of a weapon including, but not limited to: a knife, razor, ice pick, explosive, rifle, shotgun, pellet gun, airsoft gun, paintball gun, pistol, pepper spray, or any other object or substance that reasonably can be considered a weapon or dangerous instrument may result in criminal charges.
2. An attempt to cause physical injury, threaten, or behave in such a way that could cause physical injury to a school employee or student may result in the filing of criminal charges (Act 706), as well as other school disciplinary procedures.
3. Flagrant insubordination
4. Possession of drug paraphernalia and/or related articles

5. Communicating a death threat

Violation of the prohibited conduct policy can be elevated to a Class III infraction.

The following consequences will be taken in regards to Class III infractions:

CLASS III DISCIPLINARY ACTIONS

Mandatory suspension with possible expulsion.

Any student who is suspended on two occasions during the same school year may be recommended for expulsion.

Any student being suspended during the school year shall not attend any school activity during the term of suspension.

CLASS IV INFRACTIONS

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

No student in the Greenbrier School District shall or shall intend to possess, attempt to possess, consume, use, distribute, attempt to distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy. This policy applies to any student who; is on or about school property; is in attendance at school or any school-sponsored activity; has left the school campus for any reason and returns to campus; is en route to or from school or any school-sponsored activity.

Prohibited substances shall include, but are not limited to, alcohol, any alcoholic beverage, inhalants, or any ingestible matter that alter a student’s ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, “designer drugs,” look-alike drugs, or any controlled substance.

Selling, distributing, or attempting to sell or distribute, or using over-the-counter or prescription drugs not in accordance with the recommended dosage and/or appropriate use is prohibited.

CLASS IV DISCIPLINARY ACTIONS

Office Referral #

1

Disciplinary Action

Mandatory 10 day suspension with recommendation for expulsion

IN-SCHOOL SUSPENSION GUIDELINES

1. Report to the ISS room no later than 8:00 a.m. No loitering in courtyards.
2. Follow the school’s dress code.
3. No gum or fast food.
4. Immediately and courteously obey direct requests or instructions of ISS supervisor.
5. No communication at all, with anyone, without permission.
6. Bring all books and supplies, even those that may not be used every day.
7. During the assigned ISS time, participation in school activities, either during the school day or after school, is not allowed without specific permission from the principal.
8. Sleeping in class is not permitted.
9. Four scheduled restroom breaks are allowed per day.
10. Students must remain seated, facing the wall, unless given permission to get up.
11. Any absences from ISS will be made up when the student returns to school.

Consequences Of Rule Violations:

1st Infraction - ISS time is doubled

2nd Infraction - Suspension from school

Students who are suspended from ISS must finish their assigned days when they return to school.

DISCIPLINE POLICY REGARDING SUBSTITUTE TEACHERS

Students are expected to follow directions even when the regular classroom teacher is absent. We are fortunate to have substitute teachers who are professional and fair in dealing with students. If a student is referred to the office and written up by a substitute teacher, the following consequences may apply:

1st offense

3 days lunch detention

2nd offense	2 days in-school suspension
3rd offense	3 days in-school suspension
4th offense	4 days in-school suspension

Consequences may vary 1 through 4 depending upon circumstances.

STUDENT DISCIPLINE SEXUAL HARASSMENT ACT 1108 OF 1997

Purpose:

Sexual harassment is sex discrimination Title IX. It is the policy of Greenbrier School District to maintain a respectful learning and working environment that is free from sex discrimination, including sexual harassment.

Authority:

It shall be a violation of this policy for any member of the district staff to harass a student through conduct or communication of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students or members of the district staff through conduct or communications of a sexual nature as defined below.

Definitions:

Unwelcome sexual advances, requests for sexual favors, and other inappropriate oral, written, or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student constitutes sexual harassment when:

- Submission to such 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.
- Such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating an intimidation, hostile, or offensive academic environment.

Sexual harassment, as defined above, may include, but is not limited to the following:

- Verbal harassment or abuse
- Pressure for sexual activity
- Repeated remarks to a person with sexual or demeaning implications
- Suggestion or demanding sexual involvement accompanied by implied or explicit threats concerning one’s grades, job, etc.
- Inappropriate patting or pinching
- Intentional brushing against a student’s or an employee’s body
- Any sexually motivated unwelcome touching

Procedures:

Any person who alleges sex discrimination or sexual harassment by any staff member or student may use the District’s equity complaint procedure (detailed below) or may complain directly to the building principal or guidance counselor, Equity Coordinator for Greenbrier School District, or the individual designated to receive such complaints. Filing of a complaint or otherwise reporting sexual harassment or sex discrimination will not reflect upon the individual’s status, nor will it affect future employment, grades, or work assignments. Use of the provided reporting forms is optional.

Upon receipt of a report of sexual harassment, the building principal, guidance counselor, or other staff member shall immediately notify the Equity Coordinator without screening or investigating the report. If the report is given verbally, the principal, counselor, or staff member will reduce it to a written form within 24 hours and forward it to the Equity Coordinator. Failure to report any sexual harassment report or complaint as provided will result in disciplinary action taken against that employee.

If the complaint involves the building principal or counselor, the complaint may be filed directly with the Superintendent or Equity Coordinator. If the complaint involves the Equity Coordinator, the complaint may be filed with the Superintendent. If the complaint involves the Superintendent, the complaint may be filed with the Equity Coordinator or the Greenbrier School Board.

The Equity Coordinator shall immediately authorize an investigation, which may be conducted by school officials. A written report on the investigation will be provided to the Equity Coordinator within ten (10) school days of the complaint or report of sexual harassment.

The investigation may consist of personal interviews with the person filing a complaint, and others who may have knowledge of the alleged incident or circumstances surrounding the complaint.

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

The Equity Coordinator shall make the report to the Superintendent within two (2) school days of the completion of the investigation.

School District Action:

Upon receipt of a recommendation that the complaint is valid, the District will take such action as appropriate based on the results of the investigation. If the harasser is a student, disciplinary action may include suspension or expulsion. If the harasser is an employee, disciplinary action may include termination or non-renewal.

The result of the investigation of each complaint filed under these procedures will be reported in writing to the person filing the complaint by the District. If the harasser is a student, the report will document the action taken as a result of the complaint to the

extent permitted by FERPA. If the harasser is an employee of the District, the report will document the action taken as a result of the complaint to the extent permitted by law.

Reprisal:

The District will discipline any individual who retaliates against any person who testifies, assists, or participates in an investigation proceeding related to a sexual harassment complaint. Retaliation includes, but is not limited to any form of intimidation, reprisal, or harassment.

STUDENT DRESS AND APPEARANCE

Dress/attire must be appropriate for a school environment. All students are encouraged to exercise neatness and modesty in appearance and manner of dress. If the student must go home in order to change clothes, the absence will be treated as a suspension. The following general statements are made in regard to student dress:

The matter of dress and appearance of students should be the primary responsibility of the student and parents, with the school serving in a supporting capacity.

The student is expected to present an appearance at school that reflects his/her immediate family's best judgment of values and, at the same time, exhibits a reasonable degree of modesty and dignity.

The following items of student dress and appearance are inappropriate and will not be permitted at school:

- presents a clear and present danger to the student's health and safety
- causes interruptions of the proper pursuit of learning
- creates classroom or school disorder

The final decision regarding apparel will be determined by the principal or designee. Students who arrive inappropriately dressed will be asked to change clothes. Parents or guardians will be called to either bring a change of clothes or to take the student home to change. If the student cannot remedy the problem in a reasonable amount of time, the student will spend the remainder of the day in In-School Suspension.

The following items are inappropriate for school hours: (various items are listed above and below the following)

- bare midriffs, tank tops, muscle shirts, spaghetti straps, etc.
- low-cut shirts/blouses/dresses
- bare feet
- caps or hats (any type apparel worn on the head)
- strapless tops
- sunglasses
- transparent or "see-through" apparel
- unbuttoned shirts, blouses, etc. without an undershirt
- bandannas
- loose fitting (sagging or oversized clothing)
- large chains
- any clothing, hairstyle, body piercing, or hair color that is deemed disruptive
- shorts, skirts, and/or dresses will be no shorter than the knee cap
- clothing with inappropriate holes and/or tears
- house shoes
- pajamas
- face painting
- any clothing or accessories deemed as being "gang related"
- shirts or accessories promoting drugs, alcohol, tobacco, violence, racism, inappropriate language, and/or sexual references, orientation or innuendos.
- tights, leggings, or spandex unless covered with a long, loose fitting top

FINAL EXAMS

Completing the semester is imperative; students will not request to take semester tests at a different point in time unless there is a genuine emergency. Final tests are important, and students should not engage in early summer employment or trips which interfere with final exams during the spring semester. All students will take final tests according to the test schedule, unless prior arrangements have been made with the principal or designee. Failing to take the semester test on schedule may result in a grade of zero. There will be no exemptions for fall semester exams. Requirements for exemptions for spring semester exams will be determined by the principal and staff.

ELIGIBILITY FOR CLASS OFFICER POSITIONS

A student may be elected as a class officer only if he/she is a classified, full-time member of that class and has completed the application process as defined by the classification process.

HALL PASSES

A student permitted to leave a class for any reason to go to another room, library, gymnasium, etc. should have a pass from the teacher whose class h/she is leaving.

A student must report to his/her teacher each class period. If a teacher has given a student permission to stay after class to finish an assignment, the student still must report to his/her next class on time. That teacher will either grant or deny permission to return to the previous teacher's classroom.

During all assemblies, pep rallies, and other school activities, students are to report to roll call before going, unless designated otherwise by the principal. It is the teacher's responsibility to make sure students have a hall pass before leaving the classroom or the teacher's supervision.

FIRE AND TORNADO REGULATIONS

Student safety depends on the following regulations:

Fire Drill: An eminent (i.e. noticeably different) continuous signal from the warning system will initiate a fire drill. Exit from the rooms and re-entry will be in a single file formation. There must be no talking, breaking line, running, or shoving at any point. No form of misconduct will be tolerated. Upon leaving the building, students will walk an adequate distance away from the physical plant. This is important for the safety, as well as the comfort, of the students should fire-fighting equipment require accommodation. A diagram is posted in each room illustrating the exit route for that particular area, and students must be aware of this information. The process for re-entry of the building will be the inverse of the exit, with students being quiet at all times and entering in single formation.

Tornado Drill: The alarm will be one continuous ring lasting 20 to 30 seconds. Students will proceed to designated areas, sit facing the wall with their heads down between their knees, and cover their heads with their hands.

SCHOOL CLOSING

In the event of inclement weather or mechanical failure, school may be closed, and/or starting time may be delayed. The same conditions may also necessitate early dismissal. School closing, delayed starting time, or early dismissal will be announced over radio stations or television stations, KTHV (Channel 11), KARK (Channel 4), or KATV (Channel 7). **Please do not call the school for cancellation information.**

RETENTION POLICY

Students who fail both semesters of any required core course (math, English, science, social studies) may be retained and may be not be scheduled for the next grade level for the following year.

HOME OR NON-ACCREDITED SCHOOL TRANSFERS POLICY

The Home School Act 42 of 1985 (State of Arkansas) gives students the legal right to receive instruction through homeschooling. However, the local school district has the responsibility of determining whether or not credit is to be given should a student desire to receive public school credit toward graduation. The following procedures have been established:

- I. Procedures for students in grades 9-12:
 - a. A student must provide the following evidence:
 1. Homeschool Transcript
 2. Name of textbook(s)

3. Copy of Content Guide from textbook showing objectives or skills covered (also called scope & sequence)
 4. End of Course exams provided by homeschool curriculum
- b. If the student is unable to provide the aforementioned evidence, then the student must score 60% or higher on a current semester test, provided by the school district, for each subject in which credit is sought. The appropriate department will construct the tests, with administrative approval. (60%-100%=full credit) (0%-59%=no credit)
 - c. If provisions are met, credit may be granted.
 - d. Any credit given will be credit only and no letter grade. Transcripts will reflect credit only and that the credits were obtained through homeschooling.
 - e. The maximum number of credits accepted for each school year of homeschooling or non-accredited private school instruction cannot exceed the number of credits that could be earned by a student enrolled in the Greenbrier School District for a comparable period of time.
 - f. A student must attend an accredited public or private school for eight (8) semesters (ninth grade and above) to be considered for recognition as an honor graduate or class ranking. Beginning with the class of 2015-2016, graduating classes prior to 2015-2016 shall have a minimum of six (6) semesters.

II. Procedures for students in grades 1-8:

- a. Principals will use all available information, including consultations with counselors and parents, in making the grade placement decision. The principal may change the placement depending on the performance of the child and after consultation with the teachers, counselors, and parents.

REGISTRATION AND CLASSIFICATION

Classifications and changes in classifications must be made by the principal with recommendation by the counselor.

The following requirements must be met for grade classification:

10th Grade - Sophomore

Completed 4 Academic Credits-including English 9 and Algebra I

11th Grade - Junior

Completed 10 Academic Credits (1 ½ English, 1 Math, 1 Science, and 1 Social Studies is required)

12th Grade - Senior

Completed 17 Academic Credits (2 ½ English, 2 Math, 2 Science, and 1 Social Studies is required)

Special services students must meet their individual education plan.

HONOR GRADUATES

1. The student's grade point average will be based on eight (8) semesters of academic accomplishment, beginning with the first semester of the freshman year of study.
2. Any honor student who missed more than six (6) days either semester of his/her senior year may not be eligible to participate as an honor graduate. Excessive absences will be considered on an individual basis.
3. At graduation, the graduates with "Highest Honors" will graduate first (alphabetically), next "Honor Graduates" (alphabetically), then the rest of the class.
4. Any student who has a failing grade on his/her transcript may not be eligible to graduate with honors. Circumstances will be considered on an individual basis.

Honors Courses

2017

- Accounting II
- Enterprise Management
- Agricultural Business
- Agricultural Leadership
- Agricultural Marketing
- Advanced Animal Science
- Advanced Anatomy/Physiology
- AP Chemistry
- AP Physics
- AP Biology
- AP US History
- AP US Government & Politics
- AP World History
- AP Calculus
- AP Statistics

2018

- Accounting II
- Enterprise Management
- Agricultural Business
- Agricultural Leadership
- Agricultural Marketing
- Advanced Animal Science
- Advanced Anatomy/Physiology
- AP Chemistry
- AP Physics
- AP Biology
- AP US History
- AP US Government & Politics
- AP World History
- AP Calculus
- AP Statistics

2019

- Accounting II
- Enterprise Management
- Agricultural Business
- Agricultural Leadership
- Agricultural Marketing
- Advanced Animal Science
- Advanced Anatomy/Physiology
- AP Chemistry
- AP Physics
- AP Biology
- AP US History
- AP US Government & Politics
- AP World History
- AP Calculus
- AP Statistics

2020

- Accounting II
- Enterprise Management
- Agricultural Business
- Agricultural Leadership
- Agricultural Marketing
- Veterinary Science
- Advanced Anatomy/Physiology
- AP Chemistry
- AP Physics
- AP Biology
- AP US History
- AP US Government & Politics
- AP World History
- AP Calculus
- AP Statistics

-Pre-Calculus
 -PAP Pre-Calculus
 -AP English Language 11
 -AP English Language 12
 -AP Music Theory
 -EAST III
 -EAST IV
 -Foreign Language III
 -AP Spanish IV
 -AP Studio Art
 -Pre-AP Chemistry
 -Veterinary Science
 *An Honor Graduate must have taken a full credit of foreign language.
 *Students with a 4.0 or greater grade point and eight (8) honor courses will graduate with "Highest Honors".
 *Students with a 3.5 grade point up to a 3.99 and eight (8) honor courses will graduate with "Honors".
 *To be "Highest Honors", two (2) of the eight (8) required honors courses must be Advanced Placement courses.

-Pre-Calculus
 -PAP Pre-Calculus
 -AP English Language 11
 -AP English Literature 12
 -AP Music Theory
 -EAST III
 -EAST IV
 -Foreign Language III
 -AP Spanish IV
 -AP Studio Art
 -Pre-AP Chemistry
 -Veterinary Science
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 - AP English Language 11
 -AP English Language 12
 - AP Music Theory
 - EAST III
 - EAST IV
 - Foreign Language III
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 *To be "Highest Honors", two (2) of the eight (8) required honors courses must be Advanced Placement courses.

ADVANCED PLACEMENT

Students who take advanced placement courses, International Baccalaureate courses, or honors courses approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule.

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

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

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

Students taking AP or International Baccalaureate courses shall receive weighted credit as described in this policy. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable AP exam. Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate courses, honors courses approved by the Arkansas Department of Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

Note: ¹The Advanced Placement Rules (3.06) stipulate that students must take the applicable AP exam to receive weighted credit for the course. Because the state now pays the total cost of the AP exams and the student's score on the exam does not affect the student's grade for the course, students can reasonably be expected to take the test. By standardizing the timing of awarding weighted credit across Arkansas, all students will be on a level playing field regarding their GPA for college applications.

INDEPENDENT STUDY

Only seniors will be eligible for independent study—and only in proven hardship cases and approval from the principal.

ARKANSAS ACADEMIC CHALLENGE (LOTTERY) SCHOLARSHIP

The academic eligibility requirement is now simply an ACT composite of at least 19, or an equivalent score on an equivalent test. The accepted equivalent tests are SAT (average score of 730), the COMPASS (average score of 64), the ASSET (average score of 40), and the Accuplacer (average score of 82). The award amounts for Challenge for the first year will be \$1000 (\$500 per semester). The second year will be \$4000 (\$2000 per semester) at a four-year institution, or \$3000 (\$1500 per semester) at a two-year institution. The third year award amount will be \$4000 (\$2000 per semester) and the last year will be \$5000 (\$2500 per semester).

Students will max out once they earn 120 credit hours. Students who have earned at least 27 concurrent college credit hours by the end of their senior year of high school can petition ADHE to be considered as second year students, with the award amount increasing the second year level.

Those students would then be eligible for only six semesters of funding, rather than the eighth semesters for which traditional students are eligible. They need to think twice about making that request, as they can't change their minds about the scholarship even if they change their minds about their major, or lose a semester because of illness, etc. Requests must be made to ADHE by June 1 of the year the student graduates from high school. An official college transcript must be sent to the Arkansas Department of Higher Education by that date.

An additional option includes students that have concurrent credit hours and finish their four year degrees early can use the remainder of their scholarship money for graduate school. The option to move ahead to second year money is also still available.

PRE-COLLEGIATE CORE CURRICULUM

English—four (4) units

Science—three (3) units (Biology, Chemistry or Physics)

Mathematics—four (4) units (Algebra, Algebra II, Geometry)

Social Studies—three (3) units (American History, World History, American Government, or Civics)

Foreign Language—two (2) units

UNCONDITIONAL COLLEGE ADMISSION

ACT 1290 of 1997 amended previous statutory language regarding the courses that high school students must complete in order to be admitted unconditionally to a public college or university in Arkansas. Acting in response to this legislation, the Arkansas Higher Education Coordinating Board has established a core curriculum set of courses required for **unconditional admission**. Students who graduate from high school in 2004 or later, and enter college that fall or in subsequent years, will have to complete four (4) mathematics courses, two (2) of these four (4) must be Algebra I and Geometry, as well as English (4 units), Natural Science (3 Units), and Social Studies (3 units) courses that are part of the current recommended core curriculum.

GRADING SYSTEM AND REPORTING

Report cards are issued the week following the end of each nine-week period. Progress reports will be sent home mid-way through the nine-week grading period. Student grades may be checked at any time through the Edline web address. Where grades are reported by letter A, B, C, D, and F, the grading scale is:

A = 90-100

D = 60-69

B = 80-89

F = 59 and below

C = 70-79

Semester exams will constitute 20% of students' semester averages.

***Grades assigned reflect educational objectives only.**

HOMEWORK

Homework shall promote the development of students' independent study skills and work to be done outside the classroom, which will reinforce and strengthen academic skills, broaden the educational experience of students, and relate those experiences to the real life of the community.

Homework is assigned when individual or class needs can be best met through its use. Homework may be make-up work as a result of an absence. It may consist of additional assignments designed to help children work up to their abilities. Homework may be work planned to help children overcome particular difficulties. Assignments may be made for the purpose of encouraging pupils to pursue an individual interest, or develop more fully a specific skill or ability.

Homework provides an opportunity for growth in responsibility. It is important that learning continue after school. Homework should not be viewed as punishment, but rather as an avenue through which learning is extended.

Parents can assist with homework by providing children with suitable study conditions, reserving a time/place for homework, encouraging and showing interest in their children's assignments, and helping their children understand that homework is to be completed and returned on time.

CONCURRENT CREDIT

Act 6001-1989 enables Greenbrier High School students to earn concurrent high school credit and college credit. If students meet institution's entrance requirements, they may take college courses and earn both college and high school credit. (Off-campus concurrent credit courses: 3 college credit hours = 1 high school credit). Participation in an off-campus concurrent credit program must be documented by a written agreement between the student, parent, Greenbrier High School, and the college prior to the student's enrollment.

Upon completion of any off-campus courses, official grades must be sent to Greenbrier High School directly from the institution where they were earned. The grade will then be placed on the transcript and be computed in that student's grade point average. Concurrent students must follow all college rules and regulations and meet payment and drop deadlines set by the college in which they are enrolled. It is the responsibility of the students and their parents to be aware of and meet all requirements. These are university policies and there are no exceptions. All policies are available on the cooperating college/university website.

EARLY GRADUATION

Students interested in graduating early should contact their counselor and submit a completed early graduation request packet to the Greenbrier High School Counseling Office no later than April 1 of their sophomore year. A student must have completed 16 credits by the end of the sophomore year to be considered for early graduation. Courses will not be offered out of sequence for the purpose of graduating early. A conference will be held with the student, the student's parent/guardian, the student's counselor, and the high school principal to review the request. Students must agree and adhere to the guidelines of the early graduation application and meet all Greenbrier Public Schools graduation requirements. This information is located in the counseling center.

Students who attended school at Greenbrier High School prior to acceptance to the Arkansas School of Mathematics and Sciences may elect to participate in graduation activities the year they graduate.

Students attending the Math and Science School must contact the Greenbrier High School Counseling Office by October 1 of the year they intend to participate in graduation exercises. Failure to contact the GHS by the October 1 deadline will constitute a waiver of the election to participate. Math and Science Students will be responsible for the costs of these activities to the same extent as Greenbrier High School students, and agree by participating to abide by the Student Handbook for the Greenbrier School District at these functions. Math and Science students who violate provisions of the Student Handbook at senior activities may be barred from attending one or more future events upon recommendation of the senior high principal, subject to the appeal to the superintendent whose decision shall be final. Math and Science students who participate in the graduation ceremony must present an official seven semester transcript to the GHS Counseling Office by January 15 in order to be considered for Honor Graduate status. Math and Science students must meet the same criteria as GHS students to be considered Honor Graduates. Math and Science students who choose to participate in graduation ceremonies will not receive diplomas issued by Greenbrier High School, but will instead receive a certificate of recognition.

STUDENT CLASS LOAD AND SCHEDULE CHANGES

The daily schedule of each student is on file in the principal's office. Schedules will be changed through the principal's office or the counselor's office only, and teachers will not accept changes without a schedule change slip that has been signed by the counselor or the principal.

Class schedule changes will be limited to the designated time before school starts in the fall, and changes for the spring semester will take place the week of semester tests in the fall before we leave for Christmas break.

REQUIREMENTS FOR STUDENTS IN GRADES 9-12

Each student must be enrolled in at least five academic classes which have a value of one credit each.

GRADUATION EXERCISE REQUIREMENTS

All seniors will meet the GHS requirements of having passed 24 credits (all state required courses must be complete) to participate in graduation exercises. If a senior fails a course required for graduation during the fall semester, the senior will be required to make up the failed course in APEX during the spring semester. If the senior fails a course during the spring semester, the senior will make up the failed course starting the week of senior finals in APEX, the course(s) must be completed before the senior will be allowed to walk in the graduation exercises.

STUDENT DRIVING POLICY

- Students must hold a valid, non-restricted driver's license.
- Students parking on campus must have a current school issued parking permit displayed at all times.
- Immediately upon arrival at school, students will park vehicles in the designated student parking area (between parking stripes) and leave the area.
- No student may return to the student parking lot during the day without special permission from the high school principal's office.
- Students are expected to drive in a safe manner by obeying the posted speed limit at all times and to make no excessive noise with exhausts, wheels, or car stereos while on the school campus.
- If a student is restricted from driving on campus, the car is also restricted from campus unless it is driven by a parent or guardian.
- Failure of any student to abide by these policies will result in the loss of campus driving privileges.
- Greenbrier Schools is not liable for damage to student vehicles while on school property.

CELL PHONES

Possession/Use Of Cellular Phones

Use and misuse of cell phones has become a serious issue that threatens the ability of the Greenbrier School District to properly and efficiently operate its education program. Below are some examples of how cell phones can adversely affect the classroom and detract from school safety and crisis preparedness.

1. Text messaging has become a serious deterrent to student learning.
2. Cell phones can be used to exploit personal information and compromise the integrity of educational programs. These phones can be used to take inappropriate photos of people, i.e. locker rooms, restrooms, etc.

3. Cell phones have been used to cheat on tests in classrooms.
4. Cell phone systems typically overload during a major crisis and usage by a large number of students at once could add to the overload and knock out cell phone systems more quickly than may normally occur. Since cell phones may be a backup communication for school administrators and crisis teams, widespread student use in a crisis could thus hamper crisis team emergency communication tools in a very short period at a critical time.

The Greenbrier School District believes it is necessary to restrict student use and possession of cell phones, in an attempt to provide the best possible learning environment for all students.

From the time the first school bell rings to the time the last school bell rings, students are forbidden from operating cell phones. Students may carry cell phones on their person as long as they are out of sight during unapproved times and silenced at all times. The only exceptions include students' lunch period and teacher approval in the classroom for academic reasons only. Phones are not to be out or in use during transition to any classes or to and from lunch or in the restrooms.

Exceptions may be made by the building principal or his/her designee for health or other compelling reasons. Students operating cell phones during prohibited times or misusing their cell phones during allowable times will have them confiscated. Confiscated cell phones must be picked up at the school's administration office by the student's parent or guardian only.

Cell phones may be used by students after normal school hours for safety reasons, and at extracurricular activities on the school campus.

The school will not be responsible for loss, damage, or theft of any electronic device brought to school or on district property.

Violation of the cell phone policy is considered a Class I offense.

PERSONAL ELECTRONIC DEVICES

Personal Electronic Device. Students may bring any type of personal electronic device (PED) (excluding cell phones*) to school that can be used as an educational tool. Examples of acceptable PEDs include, but are not limited to, tablets, eReaders, mp3 players and laptops or netbooks.

Students may use PEDs before and after classes and during lunch when permitted by the school principal. Students may use PEDs in classrooms when permitted by the teacher and principal.

- The school is not responsible for lost or stolen PEDs.
- School software applications will not be provided for PEDs.
- PEDs will not be allowed to connect to the school's network or Internet service.
- PEDs will not be allowed to connect to any school computer to sync, charge or otherwise transfer data.

When unauthorized for use by any school official, PEDs are to be kept out-of-sight, turned off and not used within the school premises or during school-sanctioned events. Any misuse of a PED may result in the loss of the student's privilege to bring any PED to school.

*The above policy does not affect cell phone use in any way. Each school will follow the cell phone policies

outlined in the student handbook and set by the school principal.

CHECKING-OUT OF SCHOOL

Students enter the jurisdiction of the school when they leave home with the intent to board a bus or intent to come to school. If a student expects to leave the campus during the day

1. A signed and dated note and/or a call from the student's parent/guardian is required before a student will be allowed to leave school.
2. The student can also bring a signed note (including a contact phone number) from the parent or guardian to the office or attendance clerk to be placed in the student's file.
3. Before leaving, the student will sign the check-out sheet in the attendance office or the principal's office.
4. All students, regardless of age, must follow the rules and regulation stated above.
5. In order for a student to check out during the hours of 11:30-1:00, someone on the students' check-out sheet must be physically present to check the child out of school. Students will not be allowed to check out for lunch via phone request. If a student is checked out via a phone conversation, they will not be allowed to return to the school that day without some form of official documentation, which could include a doctor's note, court documentation, etc.

Students must have the principal's permission to sign the check-out sheet and leave.

Students may not sign out without administrative permission.

A student who is eighteen years of age and still residing with his/her parent/guardian must abide by the same rules as those students who are seventeen or younger.

If the above procedures and/or guidelines are not followed, the student must remain at school.

PROPERTY DAMAGE

Deliberate damage to school property by cutting, tearing, breaking, marking, etc., shall be considered as inexcusable, and students found guilty of this will be expected to pay the cost of restoring damaged property to its original value.

A student observing destructive action is expected to persuade the participants to stop or to report the act to the proper authorities.

PUBLIC DISPLAY OF AFFECTION

A display of affection by kissing, holding hands, etc., shall not be tolerated on the school campus. Good judgment on the part of each student will aid immeasurably in creating a wholesome and desirable atmosphere at school.

TELEPHONES

The school office telephone is for official use and must be so regarded. In case of an **urgent need**, the student may see the principal for permission to use the telephone in the office. **In no case** will a student be called from class to the telephone unless it is an **emergency**. Students cannot use any phone in the school except the office phone.

MESSAGES

We will make every effort to deliver messages from parents/guardians to students. We ask that you call the school office before 2:30 for messages that must be delivered before the end of the school day.

TEXTBOOKS

The state furnishes textbooks for grade levels K through 12 inclusive. The books must last for at least five (5) years before being replaced. Therefore, a book's wear should not exceed twenty percent each year. If the wear exceeds this percentage, adjustments must be made at the student's expense. A student is completely responsible for the books issued to him/her and, therefore, should not loan books to other students. If a book is lost, the student must pay for the book.

TRANSFERS AND WITHDRAWALS

Students planning to transfer or withdraw from school must visit with the counselor or the principal. Those desiring to transfer to another school system should secure a drop slip on the morning of the last day at Greenbrier. The drop slip must be presented to teachers for clearance during the student's regularly scheduled classes. This will clear the student's school record, as well as serve as an admit slip to another school.

OFF-LIMIT AREAS

Students are never to be:

- In the parking lot during the hours of 8:00 a.m. until 3:15 p.m. without authorization.
- On the gym floor wearing street shoes.
- In the hallways or at a teacher's classroom door before school or during class time without proper authorization or a written pass.
- Touching or adjusting any heating or cooling thermostats.
- Seated on table tops or desk tops
- In any unsupervised school area, before school, at lunch, or after school.
- On any other Greenbrier School District Campus other than the campus assigned during the scheduled school day.

DELIVERIES

The Greenbrier School District does not allow delivery of items such as flowers, balloons, candy, or any other type of gift, to students.

LUNCHESES

The cafeteria operates to provide a low-cost, nutritious meal to all students who wish to participate. Every effort will be made to reduce, as much as possible, the time spent being served. Proper conduct should be displayed at all times. Good manners, cleanliness,

and consideration for others shall be expected of a student in the cafeteria. Talking shall be in a conversational tone only. No straws, napkins, etc. will be taken from the cafeteria. Class will not be interrupted to notify students of delivered lunches. Parents are encouraged to make arrangements prior to the scheduled school day for student pick-up of delivered lunches. Parents/Guardians/Grandparents may bring lunches for their child only.

CAFETERIA

Cafeteria Policy – **Secondary**

Price:

School Breakfast:

First Paid Breakfast - \$1.50

First Reduced Breakfast - \$0.30

Second Breakfast- \$2.00

School Lunch:

Paid - \$2.50

Reduced - \$.40

The cafeteria offers breakfast and lunch daily at each school. Menus are posted on the Greenbrier School District Website and are also available on the Greenbrier School District App. Parents or guardians may apply for free and reduced priced meals anytime during the school year; applications are available at each school office. Greenbrier School District does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Each student is assigned an individual lunch account. Families and/or households have the option to merge lunch accounts resulting in a shared balance for the entire family. Each cafeteria will accept check or cash payments to put toward a student's account. A parent or guardian also has the option to pay online through the webpage: family.titank12.com. Please contact the Child Nutrition Department with any questions throughout this process at 501-679-8214.

In accordance with Arkansas law, Greenbrier School District will not deny the first reimbursable breakfast and/or a reimbursable lunch if student's accounts do not have enough funds to purchase a meal. The District will notify a student's parent or guardian when the student's prepaid account balance has received five (5) unpaid meals. It is the responsibility of each household to ensure adequate funds are available for school lunch and breakfast. Positive and negative cafeteria balances will follow the student when advancing to the next grade each school year. If a student drops from Greenbrier School District, that student is still responsible for unpaid balances. Attempts will be made to collect charges. All dropped student unpaid meal charges will be consolidated and considered bad debt at the end of each school year.

Meals served in each cafeteria abide by rules set forth by the National School Lunch Program. Any substitutions to the planned menu will be allowed if correct documentation is on file. Contact the Child Nutrition Office for a Special Dietary Needs form.

Parents or guardians are welcome and encouraged to eat lunch with their children at parent tables available at all schools.

BACKPACK/BAG POLICY

Students will be allowed to use backpacks/bags/totes/oversize purses for the transport of books and school related items to and from school. At school, all backpacks/bags/totes/oversize purses MUST remain in the student's locker throughout the day. No backpacks/bags/totes/oversize purses will be allowed in classrooms or in the hallways during school hours. All backpacks/bags/totes/oversize purses must be kept in the student's locker for safety reasons and storage purposes.

LOCKERS

When issued a locker, the student must use his/her assigned locker only. Do not put stickers or any other paste-on items on your locker. Students may not tamper with locks/lockers or in any way alter the normal function of the lock/lockers. Failure to follow these expectations can result in a fine for defacing or destroying school property. The lockers will be inspected periodically throughout the school year. Students are advised to not give out their locker combinations to others.

Even though lockers with locks provide a measure of security for students' items, students will have things stolen from time to time. It is very important that students lock their lockers after each use and that they do not give out their combinations to other people. Students are cautioned to not leave anything of great value in their lockers. While the school will make an effort to return lost or stolen items to students, the school will not be held liable for such items.

Only school locks, which are available in the office, may be used on lockers.

FOREIGN EXCHANGE STUDENT POLICY

Foreign exchange students who live with persons residing in the Greenbrier School District may attend Greenbrier High School. The following restrictions pertain to these students.

1. Greenbrier High School will accept a total of two (2) foreign exchange students at one time. Exceptions will be made in extenuating circumstances.
2. The minimum enrollment of a foreign exchange student is one (1) semester. Exceptions will be made in extenuating circumstances.
3. The exchange student(s) transcript will be evaluated to determine grade placement. All foreign exchange students will be placed in American History.
4. The following are required before an exchange student will be evaluated for acceptance at GHS:
 - A satisfactory biography, including a student profile and high school transcript.
 - Proof of good command by the student of the English language.
 - Proof of host parents' residence eligibility in the school district.

PERSONAL PROPERTY

Each student is responsible for his/her own property. Each student must take care of personal items, keep up with belongings, and take care to never leave valuable items unattended. Names should be on property if possible.

STUDENT SPEAKER POLICIES

The Greenbrier School District intends to comply fully with the United States Supreme Court decision of *Santa Fe Indep. Sch. Dist. V. Doe*, 530 U.S. 290 (2000) ("*Santa Fe*"). Consequently, the District rescinds any and all policies, practices, and customs to the extent consistent with the holdings of the case. The District shall not affirmatively sponsor, require, or instigate prayer or other religious expression by students.

Nothing in *Santa Fe*, however, abrogates the legal duties placed upon the District under applicable U.S. Supreme Court precedent requiring the District to maintain neutrality and not suppress, forbid, interfere with, discourage, or disparage voluntary prayer or other voluntary religious expression by students. *Good News Club v. Milford Central School*, 121 S. Ct. 2093 (2001) ("speech discussing otherwise permissible subjects cannot be excluded from a limited public forum on the grounds that the subject is discussed from a religious viewpoint"); *Santa Fe* 530 U.S. at 313 ("nothing in the Constitution as interpreted by this Court prohibits any public school student from voluntarily praying at any time before, during, or after the school day"); *Lamb's Chapel v. Center Moriches Union Free Sch. Dist.* 508 U.S. 384 (1993); *Board of Educ. Of Westside Community Schools v. Mergens*, 496 U.S. 226 (1990); *Lynch v. Donnelly*, 465 U.S. 668 (1984).

Due to changes and/or clarifications of the law under *Santa Fe*, and since the obligation to maintain governmental neutrality remains in force, the District has revised its policies and practices to accomplish the goal of complying with *Santa Fe* and other Supreme Court decisions prohibiting either hostility or favoritism regarding voluntary prayer and other voluntary religious expression by students. The Board instructs that any future policies governing student speakers at school sponsored events be targeted to comply with all pertinent United States Supreme Court rulings.

Student Speakers at School Sponsored Events

The District intends to create, and does hereby create, a limited public forum consisting of an opportunity for a student to speak for a maximum of two minutes to introduce school-sponsored events and programs (these may include the following: sports events, assemblies, the school-day, pep-rallies, concerts, and such events, as selected by the administration).

The District adopts this policy to:

- Comply with *Santa Fe Indep. Sch. Dist. V. Doe* and other pertinent United States Supreme Court decisions;
- Provide a method for marking the opening of school events that provides student participation and involvement;
- Provide a method of bringing the audience to order;
- Focus the audience on the purpose of the event;
- Present educational opportunities for students in the areas of speech, English, grammar, drama, and civics;
- Give students experience with speaking in public, organizing their thoughts, and making a concise oral presentation before a live audience;
- Promote education in and tolerance for diversity of viewpoints and appreciation of cultural differences;
- Give students a greater sense of ownership in their school's activities and events through student participation and involvement;
- Promote a continuation of student maturity, growth, and education through placing additional responsibilities upon older students in the final phase of their formal required education;
- Increase the number of and diversity of students beyond those few who have traditionally been afforded an opportunity to speak before school audiences, thus providing this valuable educational experience to more students.

The designated forum shall be limited in the following ways:

- Only students of the high school and junior high shall be eligible to use the limited public forum; and
- The topic of the introductions must be related to the purpose of the event and to the purpose of marking the opening of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event. For example, but without limitation, the following types of expression, or combinations thereof, would serve the purpose of the forum if selected by a student:

Words of welcome; a patriotic message; reciting a famous quotation; a "thought for the day;" leading the singing of the National Anthem and/or school song; leading the Pledge of Allegiance; giving a short tribute to the occasion or to those in attendance; a non-verbal expression of a moment of silence; or a verbal expression to honor the occasion.

Viewpoint Neutrality

Although a topic has been designated for the forum and a student must stay on the designated topic, the District shall not engage in viewpoint discrimination.

Selection of Speakers

Any senior high or junior high student wishing to participate as a speaker under this policy shall submit his or her name to the school's student council during an announced three-day period near the beginning of the school year. After the three-day period, the names of all such volunteering students shall be randomly drawn by the president of the student council until all names have been selected.

This process shall be witnessed by at least one other student and one school official (who shall be present only to assure the fairness of the drawing and the accurate listing of names drawn).

The students' names shall be listed in the order drawn and matched chronologically to the occasions for introduction in the order in which they arise. Each volunteering student shall be notified by the student council of the particular occasion for which he or she is asked to give an opening introduction.

If there are more speaking occasions than there are volunteers, once each volunteering student has been matched to a speaking occasion, the same list of students, in the same order, shall be repeated as many times as necessary to fill all occasions.

Other Student Speakers

Certain students who hold or have attained special positions of honor within the school structure have traditionally addressed school audiences from time to time, but only as a tangential component of their achieved positions of honor (such as the captain of the football team, captains of other various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like).

Students who hold such positions of achievement and honor are selected to these positions based upon neutral criteria wholly unrelated to what the students might say at some future school function. Thus, nothing in this policy is intended to abrogate the continuation of the practice of having such students address school audiences in the normal course of their respective positions of honor, and to continue to be allowed to do so without District viewpoint discrimination.

Restrictions to Student Speech and Actions

Nothing in this policy abrogates the District's prohibition against obscene speech, which is not protected by the First Amendment [*Ginsberg v. New York*, 390 U.S. 629, 635 (1968)], the use of "vulgar speech" and "offensively lewd and indecent speech" [*Bethel Sch. Dist. V. Fraser*, 478 U.S. 675, 685 (1986)], slanderous (defamatory) speech, and "students' activities [that] would materially and substantially disrupt the work and discipline of the school." [*Tinker v. Des Moines Indep. Comm. Sch. Dist.*, 393 U.S. 503, 513 (1969)].

The Media Center is open from 7:45 a.m. until 3:30 p.m. Students may use the Media Center before school, at lunch, and after school. Entire classes may use the Media Center under the supervision of a teacher when prior arrangements have been made with the Media Specialist.

Materials may be checked out of the Media Center for a two-week period. If a book is not returned on time, the following procedure will be used to collect overdue books.

Overdue fine(s) may be charged. Students are notified of the fine.

Students may be called to the office for extreme fines and overdue materials.

All fines will be paid before student records are released. Any lost or damaged Media Center materials must be paid for by the responsible student.

HEALTH SERVICES

If your child becomes ill at school, the school nurse will check the student's temperature, consider symptoms and decide whether to call the parent/guardian. Students with a temperature of 100 or greater will be sent home. After an illness, students must be fever free for 24 hours before returning to school.

The school nurse will not give Tylenol, Ibuprofen or any nonprescription medications or PRN (as needed) medications unless a physician prescribes the medication to be given at school. A note from the doctor will be needed and a Medication Administration Form will need to be filled out and signed by the parent/guardian.

If it is necessary for your child to take an over-the-counter medication while at school, parents are required to provide the medication in a bottle with a pharmacy prescription label that includes the child's name, dosage, and time to be given. A signed medication administration form will be required for medication to be dispensed.

Prescription medication to be taken by the student must be left with the nurse at the beginning of the day. Parent/Guardian must sign a medication administration form for medication to be administered. Medication must be in the original bottle with the prescription label attached, stating the child's name, date, name of medication, name of prescribing physician, dosage, time of administration and pharmacy name. Medication that is to be given daily or two times a day should not be given at school unless the physician specifically states a time during the school day at which it is to be given. An antibiotic which is to be given three times daily can be given before the child leaves for school, when he/she gets home, and at bedtime. School nurses will not give the first dose of any medication. It must be given at home by parent/guardian.

All medications must be brought to school in the original container. Medications in "baggies" or other unmarked containers will not be given. Students will not be allowed to carry medications on their person or in their backpack or purse with the exception of asthma inhalers or Epi Pens (see below).

In case of accidents of a serious nature, first aid will be administered, and then parents will be notified. After notification, parents may pick up student or someone will meet you at your doctor's office or hospital. It is very important that the emergency procedure form is completed, with current correct phone numbers, and on file in the school office so parents/guardians can be reached.

Parents or Guardians must provide written authorization for a student to carry an asthma inhaler or auto-injectable epinephrine (Epi Pen) with him/her while at school, at an on-site school sponsored activity, or at an off-site school sponsored activity. A medical release form from the school nurse shall be signed by the parent/guardian to allow these medications to be carried by the student.

Immunization Requirements: Parents of all students in grades K-12 are required to provide proof of the following immunizations:

- DTP – 4 doses (1 dose after 4th birthday)
- Tdap-1 dose for students who turn 11 years old by Sept. 1st
- Polio – 3 doses (1 dose after 4th birthday)
- Measles, Mumps and Rubella (MMR)– 2 doses
- Hepatitis B – 3 doses
- Varicella (Chicken Pox) – 2 doses for all students. If history of chicken pox then a letter from a physician is required
- (MCV4) Meningococcal-1st dose for all 7th graders, 2nd dose for all students who turn 16 years old by September 1st
- Hepatitis A-1 dose for all kindergarteners & 1st graders

Forms

4.13F—OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION

***OPTIONAL (NOT TO BE FILED IF THE PARENT/STUDENT HAS NO OBJECTION)**

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the Greenbrier School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, etc., is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year or the date the student is enrolled for school in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

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

Deny disclosure to military recruiters _____

Deny disclosure to institutions of postsecondary education _____

Deny disclosure to potential employers _____

Deny disclosure to all public and school sources _____

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

Deny disclosure to all public sources _____

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

Name of student (Printed)

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

Date Adopted: February 10, 2005
Last Revised: June 2011

4.41F—OBJECTION TO PHYSICAL EXAMINATIONS OR SCREENINGS
***OPTIONAL (NOT TO BE FILED IF THE PARENT/STUDENT HAS NO OBJECTION)**

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to the physical examination or screening of the student named below.

Physical examination or screening being objected to:

____ Vision test

____ Hearing test

____ Scoliosis test

____ Other, please specify:

*Vision and hearing screening objections must have documentation attached that the student has been screened by a physician in the last 6 months.

Comments:

Name of student (Printed)

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

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

5.06FCREQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS
*OPTIONAL (ONLY TO BE FILLED OUT IF THERE IS AN OBJECTION TO SPECIFIC INSTUCTIONAL MATERIAL)

Name: _____

Date submitted: level one _____ level two _____ level three _____

Instructional material being contested:

Reasons for contesting the material (be specific):

What is your proposed resolution?

Signature of receiving principal _____

Signature of curriculum coordinator _____

Signature of Superintendent _____

Date Adopted: February 10, 2005
Last Revised:

5.07FcREQUEST FOR RECONSIDERATION OF LIBRARY /MEDIA CENTER MATERIALS
*OPTIONAL (ONLY TO BE FILLED OUT IF THERE IS AN OBJECTION TO LIBRARY MEDIA MATERIALS)

Name: _____ Date submitted: _____

Media Center material being contested:

Reasons for contesting the material. (Be specific about why you believe the material does not meet the selection criteria listed in policy 5.7C*Selection of Library/Media Center Materials*):

What is your proposed resolution?

Signature of receiving Principal _____

Signature of Superintendent (if appealed) _____

Date Adopted:
Last Revised: August, 2006

5.20 F1c PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEB SITE

***OPTIONAL**

I hereby grant permission to the Greenbrier School District to display the photograph or video clip of me/my student (if student is under the age of eighteen {18}) on the District's web site, including any page on the site, or in other District publications without further notice. I also grant the Greenbrier School District the right to edit the photograph or video clip at its discretion.

The student's name may be used in conjunction with the photograph or video clip. It is understood, however, that once the photograph or video clip is displayed on a web site, the District has no control over how the photograph or video clip is used or misused by persons with computers accessing the District's web site.

Name of student (printed) _____

Signature of student (only necessary if student is over 18) _____

Signature of parent (required if student is under 18) _____

Date _____

Date Adopted: February 10, 2005
Last Revised August, 2006

5.24F1—OBJECTION TO PARTICIPATION IN SURVEYS, ANALYSIS, OR EVALUATIONS

***OPTIONAL**

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to participation by the student named below in the following survey, analysis, or evaluation.

I choose not to have my student participate in the following survey, analysis, or evaluation.

Name of specific survey _____

All surveys _____

Name of student (Printed)

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

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

5.24F2—PERMISSION TO PARTICIPATE IN A SURVEY, ANALYSIS, OR EVALUATION

***OPTIONAL**

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby grant my permission for the student named below to participate in the following survey, analysis, or evaluation.

Name of survey _____

Name of student (Printed)

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

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

**ARKANSAS MINIMUM GRADUATION REQUIREMENTS
SMART CORE WAIVER FORM**

Name of Student: _____
Name of Parent/Guardian: _____
Name of District: _____
Name of School: _____

Smart Core is Arkansas's college- and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college and career-readiness. All students should supplement additional rigorous coursework within their career focus.

Failure to complete the Smart Core Curriculum for graduation *may* result in negative consequences such as conditional admission to college and ineligibility for some scholarship programs.

STATE MINIMUM GRADUATION REQUIREMENTS

English – 4 units

- 9th Grade English*
- 10th Grade English*
- 11th Grade English*
- 12th Grade English or Transitional English 12*

Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science)**

- Algebra I (or Algebra I-Part A & Algebra I-Part B - *each may be counted as one unit of the 4-unit requirement*)
- Geometry (or Geometry-Part A & Geometry-Part B - *each may be counted as one unit of the 4-unit requirement*)
(All math units must build on the base of algebra and geometry knowledge and skills.)

Science – 3 units (or 2 units with lab experience and 1 unit of Computer Science)**

- Biology* - 1 unit (All students must have 1 unit in Biology – Integrated, ADE Approved Biology - Integrated, ADE Approved Biology – Integrated Honors, AP Biology, IB Biology, or Concurrent Credit Biology - Integrated.)
- Physical Science*, Chemistry*, or Physics* – at least 1 unit
- other ADE approved science* or ADE approved Computer Science**

Social Studies – 3 units

- Civics* - ½ unit
- World History* - 1 unit
- American History* - 1 unit
- other social studies* – ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics and Personal Finance – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

Personal Finance* – Beginning with the freshmen class of 2017-18, A.C.A. § 6-16-135 requires students to complete a course that includes specific personal finance standards in either grades 10, 11, or 12.

***Category course options as listed under each applicable subject area in the ADE Course Code Management System**

****Computer Science – (optional)** A flex unit of an approved Computer Science (any course starting with 465 or 565) may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. Once the 4th math requirement and the 3rd science requirements have been met, any additional computer science credits will be recognized as career focus credits.

Each high school student shall be required to take at least one digital learning course for credit to graduate.

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core Curriculum and am choosing to waive the Smart Core curriculum. I understand the potential negative consequences of this action as outlined on this form.

Parent/Guardian/Adult Student Signature

Date

School Official Signature

Date

Arkansas Department of Education— July 16, 2018

HANDBOOK RECEIPT FORM

REQUIRED

To Be Returned To The School Office

_____ Grade _____
(Please print student's name/grade)

(Please print parent or guardian's name)

I have received a copy of the school handbook.

Student's Signature Date

Parent or Guardian's Signature Date

Athletic Schedules

(See greenbrierathletics.com for schedules)