

GLEN ROSE HIGH SCHOOL

Student Handbook

2023-2024



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Darrell Ellis, Principal

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Arkansas law 7-17-106 states that it is unlawful for any person to use profane, violent, vulgar, abusive or insulting language toward any public school employee during the course of his/her duties. Said person shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than \$100 nor more than \$1,500.

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

FEDERAL AND STATE LAWS

Glen Rose High School complies with all applicable state and federal laws. Parents or students may obtain information relating to specific laws in the principal's office.

MISSION STATEMENT

The purpose of Glen Rose High School is to provide opportunities for:

- Developing personal growth and character,
- Helping students to become responsible citizens,
- Achieving academic and vocational success,
- Acquiring skills needed to succeed in a technology-oriented world.

CLOSED CAMPUS

All schools in the Glen Rose School 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 must sign out in the office upon their departure.

Last Revised: June 19, 2012

COMPLAINTS

The Glen Rose School District Board Policy states that any complaints of a general nature should be made to the administration. Complaints should follow the chain of command beginning with the building principal. If they are not resolved, the next step in the chain of command will be the superintendent.

EQUAL EDUCATIONAL OPPORTUNITY

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

Inquiries on non-discrimination may be directed to the Equity Coordinator at (501) 332-3694, ext. 5 or equitycoordinator@grbeavers.org.

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

Legal References: A.C.A. § 6-0-130; 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. § 106.9; 34 C.F.R. § 108.9; 34 C.F.R. § 110.25

Date Adopted: June 6, 2002; Last Revised: June 9, 2022

OFFICE HOURS

The Glen Rose High School office hours are from 7:30 a.m. until 30 minutes after the last bell each day during the school year. Summer hours will be posted.

ABSENCES & ATTENDANCE

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

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

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

Excused Absences

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

1. The student's illness or when attendance could jeopardize the health of other students. 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; or
7. Participation in an FFA, FCCLA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
 - Labor, delivery, and recovery;

- Prenatal and postnatal medical appointments and other medically necessary
- pregnancy-related absences;
- The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
- A legal appointment related to pregnancy or parenting, including without limitation:
- Adoption; Custody; and Visitation;
- A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
- At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.

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

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

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.

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

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

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, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy; shall be considered as unexcused absences. Students with six (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 two (2) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis and prosecuting attorney shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later day than the following school day.

Whenever a student exceeds four (4) unexcused absences in a semester, the District shall notify the juvenile court, parent, legal guardian, person having lawful control of the student, or persons standing in loco

parentis. The parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a Diversion Meeting with the Hot Spring County Juvenile Court Office.

At five (5) unexcused absences the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall appear before the Juvenile Judge and may 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 parents, legal guardians, persons with lawful control of the student, or persons 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; his/her parents; legal guardians; persons with lawful control of the student; or persons standing in loco parentis; and the school or district administrator or designee.

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

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

In an effort to help ensure students receive credit for their courses, once a student has been absent eight (8) or more days excused/unexcused in a semester they will be assigned Saturday school to make up the days missed. If a student fails to serve the Saturday school(s) and is absent twelve (12) days in a semester they will not receive credit for their courses.

When a student is absent nine (9) days excused/unexcused in a semester, they will be referred to the Truancy officer unless the parent/legal guardian contacts the school principal and provides medical documentation as to why the student was absent and the condition is considered to be of chronic or recurring nature. When a student is absent twelve (12) excused/unexcused, in a semester, they may not receive credit for that course.

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
5.29—WELLNESS POLICY |
| Legal References: | A.C.A. § 6-4-302; A.C.A. § 6-18-209; A.C.A. § 6-18-213 A.C.A. § 6-18-220;
A.C.A. § 6-18-222; A.C.A. § 6-18-229; A.C.A. § 6-18-231;
A.C.A. § 6-18-234; A.C.A. § 6-18-235;
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; |

ACADEMIC DISHONESTY & AI USAGE POLICY

AI USAGE POLICY IN THE CLASSROOM

Students in violation of the AI policy may be subject to actions including resubmitting work up to suspension.

Introduction:

The use of Artificial Intelligence (AI) in the classroom can enhance learning experiences and provide valuable tools for students. This policy outlines the guidelines and expectations for the responsible use of AI technology by high school students. The aim is to ensure a safe, inclusive, and productive environment while maximizing the benefits of AI in the learning process.

1. Responsible Use:

- 1.1 Students are expected to use AI technology in a responsible and ethical manner, adhering to all school policies, rules, and guidelines.
- 1.2 Students should respect the privacy and security of others when using AI tools and refrain from unauthorized access, sharing, or modification of data, accounts, or systems.
- 1.3 Students must not use AI technology to engage in activities that are harmful, inappropriate, or disruptive to the learning environment.

2. Academic Integrity:

- 2.1 Students must uphold academic integrity when using AI tools, ensuring that all work is original, properly cited, and adheres to the school's plagiarism policies.
- 2.2 Students should not use AI tools to generate or submit work that they did not create themselves or claim credit for work generated by AI without proper acknowledgment.

3. Data Privacy:

- 3.1 Students must understand and respect the privacy rights of others when using AI tools, including not collecting, storing, or sharing personal information without explicit consent.
- 3.2 Students should be aware of the data collection practices of AI tools and only use tools that adhere to responsible data handling and privacy standards.

4. Equity and Inclusion:

- 4.1 The use of AI technology should promote equity and inclusion, avoiding biases or discrimination based on race, gender, ethnicity, religion, disability, or any other protected characteristic.
- 4.2 Students should not use AI tools to harass, bully, or discriminate against others, and they should report any instances of such behavior to a teacher or school administrator.

5. Teacher Guidance and Supervision:

- 5.1 Students should use AI tools under the guidance and supervision of a teacher or designated school staff member.
- 5.2 Teachers should provide clear instructions and explanations regarding the appropriate use of AI tools, potential risks, and benefits.
- 5.3 Teachers should monitor student use of AI tools and intervene if necessary to ensure compliance with the policy and to address any concerns or issues that may arise.

6. Access and Equity:

6.1 The school will strive to ensure equitable access to AI tools, considering factors such as affordability, availability, and accessibility.

6.2 The school will provide necessary support and resources to students to ensure they can effectively and responsibly use AI tools in the classroom.

This policy is intended to be a living document that will be updated as needed. The school administration reserves the right to interpret and enforce this policy at its discretion.

Additional Considerations

In addition to the guidelines set forth in this policy, students should also consider the following factors when using AI:

- Accuracy: AI is a powerful tool, but it is not infallible. Students should always be aware of the limitations of AI and should not rely on it for 100% accuracy.
- Bias: AI systems can be biased, either intentionally or unintentionally. Students should be aware of the potential for bias in AI systems and should take steps to mitigate it.
- Privacy: AI systems can collect and store a large amount of data about users. Students should be aware of the privacy implications of using AI and should take steps to protect their personal information.

By following these guidelines, students can use AI in a responsible and ethical manner that supports their learning and growth.

Any student involved in an act of academic dishonesty (cheating, plagiarism or other attempts of deception involving academic grades) will face disciplinary action. This includes both the student who is attempting to benefit from this deception and any student who is involved in aiding this deception. In addition to any disciplinary action that is taken, students will receive a zero on the grade for the assignment/test involved in the academic dishonesty. (Students caught cheating using a computer will be punished for violating the academic dishonesty policy and the computer use policy.) Students are to do their own work.

Date Adopted: May 18, 2015 Last Revised: June 19, 2023

ADVANCED PLACEMENT AND HONORS COURSES

Students in grades 7-12 who take advanced placement courses, International Baccalaureate courses, or honors courses approved for weighted credit by the Division of Elementary and Secondary Education or the Division of Career and Technical Education (DCTE) shall be graded according to the following schedule.

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

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

A = 5 points

B = 4 points

C = 3 points

D = 2 point

F = 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course, the student's course must have been

taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan.

Additionally, for students taking AP or International Baccalaureate courses to receive weighted credit they must take the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but 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 do not take the AP exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP course.

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

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

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

Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate courses, honors courses approved by the Division of Elementary and Secondary Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

Legal References: Division of Elementary and Secondary Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools; DESE and DCTE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program; A.C.A. § 6-15-902(c)(1); A.C.A. § 6-16-806

Last Revised: June 19, 2023

ALTERNATIVE LEARNING ENVIRONMENT

As required by A.C.A. 6-18-508, the Glen Rose School District's A.L.E. is provided on campus. Assignment of students to the A.L.E. Program is not subject to appeal or review by the Glen Rose School Board of Directors.

ANOTHER CHANCE PROGRAM

Students who are recommended for expulsion for violation of district drug and alcohol policy MAY be eligible to appeal to the superintendent of schools for placement in the "Another Chance Program" to avoid expulsion. This request must be made directly to the superintendent by the parent or guardian and/or the student. This program is designed to allow eligible students a possibility of continuing as a Glen Rose student under a strict probation and with specific limitations if they meet the following:

1. The student cannot have previously been suspended or recommended for expulsion for violation of the drug/alcohol policy.
2. The parent and student must agree to be enrolled in and agree to complete participation in the school approved drug/alcohol abuse program. This school approved program is a partnership between the school and professionals in the field of substance abuse. The program is provided and administered by counselors, and substance abuse professionals at Living Hope Behavioral Services.
3. The student agrees to participate in the drug/alcohol testing, counseling, and required meetings
4. The student agrees to participate in the drug/alcohol testing, counseling, and required meetings

prescribed by the drug/alcohol abuse program. The program administrators will notify the school if the student fails to meet all of the requirements of their program. In addition, if the student fails a drug or alcohol test administered by officials from the court of their home residence, Saline or Hot Spring Court, Glen Rose Schools, or Living Hope, they will be considered to have violated their agreement in the “Another Chance Program”.

5. The parent and student agree to the requirement that the student complete fifteen (15) hours of approved community service work as a part of this program.
6. The parent and student agree to assume a portion of the cost of the drug/alcohol abuse program as determined by the parent, Living Hope, and the superintendent. The parent agrees to completely fulfill their financial agreement with Living Hope/Glen Rose Public Schools prior to their child completing the entire program.
7. Parents and students requesting enrollment in the “Another Chance Program” agree to waive the right to a hearing before the school board on the expulsion should the student fail to meet the terms of the program and be recommended for expulsion during the probationary period.

Students who meet these requirements may request probationary status from the superintendent of schools after they serve the three (3) day out of school suspension. The three (3) days will count toward total days. Eight (8) is the maximum days allowed to miss before Losing Credit/Being Retained. If approved, the student may have their recommendation for expulsion modified by the superintendent and will be placed in the “Another Chance Program”. After the student has returned from the suspension and has been placed in the program the student will be dropped from any activity or not be allowed to park on campus for an additional eighteen (18) days.

Parents making the request for this probationary status must contact the superintendent of schools and arrange for a meeting with the superintendent. Those in attendance at this meeting will include the superintendent, an administrator from the student’s school, a school counselor, the student, and their parent or guardian. The superintendent may, after reviewing the information provided, choose to allow the student to attend school on a probationary status for the remainder of the school year, or an appropriate and/or comparable length of time as determined by the superintendent.

Students who are placed on this probationary status will be allowed to attend school as long as the student satisfactorily completes the drug/alcohol abuse program. In addition, the student must meet all the prescribed stipulations dealing with the school attendance, academic performance, student disciplinary restrictions and the other restrictions that are deemed appropriate by the superintendent. A student who fails to meet all the requirements of the drug/alcohol abuse program or violates the agreed upon terms of the “Another Chance Program”, will be considered in violation of the probation and will be recommended for expulsion.

Date Adopted: June 20, 2011; Last Revised July 15, 2013

ARKANSAS STATE UNIVERSITY AT THREE RIVERS & SALINE COUNTY CAREER CENTER

Glen Rose Schools participates with Arkansas State University at Three Rivers and Saline County Career Center by allowing our students to take classes from ASUTR/SCCC. A handbook detailing these procedures is available from the counselor's office.

Students enrolling for courses taken at ASUTR/SCCC will be required to ride the bus that is provided to and from ASUTR/SCCC. Students who are legal drivers may ask for a transportation form. Students and their parents/guardians may obtain a transportation form from GRHS office which allows them to drive and/or ride with a designated student with parent/guardian approval. Students must meet all GRHS driving requirements and have the form filled out and approved before they will be allowed to drive or ride. Students who do not follow proper procedure or face disciplinary consequences may have their driving/riding privileges revoked. All ASUTR/SCCC students will follow GRHS policies and procedures.

All ASUTR's students will follow high school policies and procedures.

AUTOMATED PHONE COMMUNICATIONS

Glen Rose School District uses a rapid notification system that provides the means to notify parents and employees of emergency or other important information by way of mass telephone contact.

The school uses the system to inform parents of school closings and other critical information. This information may include notification of parent/teacher conferences, report cards, and many other situations. Schools use the system to be in touch with all parents or groups of parents depending on the issue.

This system allows for calls to be made to the primary number parents supply at the beginning of the school year on the child's demographic information sheet in the space provided. This type of notification system has proven to be a major step in providing positive contact between schools and parents. Please be sure to have a current and working phone number on file with the secretary in the principal's office.

Date Adopted: June 20, 2011

BALLOONS, FLOWERS, GIFTS, ETC.

No outside items will be allowed to be delivered to school such as balloons, flowers, gifts, etc. School clubs and organizations will do this through fundraisers and sell items deemed appropriate to be carried by students safely.

Last Revised: July 1, 2021

BULLYING

Definitions

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

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

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

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

1. Cyberbullying;
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
6. Demeaning humor relating to a student's actual or perceived attributes,

7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,
11. Threats of harm to student(s), possessions, or others,
12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

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

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

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

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

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

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

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

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

- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

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

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

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

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

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
 - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
 - b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
 - a. That a credible report or complaint of bullying against their student exists;
 - b. Whether the investigation found the credible report or complaint of bullying to be true;
 - c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
 - d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:
 - a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
 - b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with

students involved in the incident of bullying.

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

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

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

Copies of this policy shall be available upon request.

Legal References: A.C.A. § 5-71-217; A.C.A. § 6-18-514A.C.A. § 6-18-503(b);
DESE Rules Governing Student Discipline and School Safety

Date Adopted: June 16, 2003 Last Revised: April 17, 2019

CAFETERIA

The cafeteria serves well-balanced meals prepared and served each day under sanitary conditions. All students eating breakfast or lunch must eat in the cafeteria, or they may bring a meal from home when they come to school. **Students may not send out for food or have other persons bring them food purchased from off-campus facilities.** Students are expected to proceed to the cafeteria and secure their meal in an orderly manner. Students that are disruptive and disorderly in the cafeteria will be subject to appropriate disciplinary actions.

Unpaid Meal Access

In accordance with Arkansas law, the District allows students whose accounts do not have enough funds to purchase a meal to receive an unpaid reimbursable meal at no charge. The District will notify a student's parents

- When the student's prepaid account balance has dropped to the point that the student will begin 15 receiving unpaid meals;
- Each time the student receives the first unpaid meal after money has been deposited into the student's prepaid account; and
- After the student has received five (5) unpaid meals.

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

Lunch Costs

Students

High School Breakfast	\$1.15	High School Lunch	\$2.75
Middle School Breakfast	\$1.15	Middle School Lunch	\$2.75
Elementary Breakfast	\$1.15	Elementary Lunch	\$2.50
Reduced Breakfast	\$.30	Reduced Lunch	\$.40
Adult Breakfast	\$2.35	Adult Lunch	\$4.00

Legal References: Commissioner's Memo CNU-17-003; Commissioner's Memo CNU-17-024;
A.C.A. § 6-18-715

STUDENTS WHO OWE FEES (DUES, ACTIVITY CHARGES, LUNCH CHARGES, MONIES, ETC.) MAY BE INELIGIBLE FOR EXEMPTIONS AND BE LIMITED IN EXTRACURRICULAR INVOLVEMENT.

Last Revised: June 22, 2022

CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL 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.

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

The 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 Boards' primary consideration in reaching its decision shall be if the instructional and supplemental materials including classroom events or activities associated with classroom instruction are:

- Misleading;
- Factually inaccurate; or
- Otherwise inappropriate for the intended educational use.

In addition to the notification requirements under Policy 5.5 and all other challenge rights under this policy, parents and legal guardians may opt their students out of any of the following by submission of form 5.6F2 regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program except when the item is directly related to a requirement under the Arkansas academic standards; a District employee is responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers

to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction:

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

Students who are excused under this policy from participating in any or all portions of items A-G above shall not be penalized for grading purposes if the student satisfactorily performs alternative lessons related to health.

The same notification requirements and opt out options as above for gender identity and sexual orientation shall apply to the sexual abuse and assault and human trafficking prevention education the District provides to students.

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

Legal References: 20 USC 1232h; A.C.A. § 6-16-155; A.C.A. § 6-16-157; A.C.A. § 6-16-1006

Date Adopted: Last Revised: June 19, 2023

CHECK-INS/CHECK-OUTS

Once a student reports to school, he/she cannot leave the campus without checking out through the office.

APPROVAL SHALL BE GIVEN BY THE PRINCIPAL OR HIS DESIGNEE ONLY!! When a student checks out through the principal's office, this is considered an absence and counts toward the total number.

If a student becomes ill while at school, he/she will obtain permission from the classroom teacher to go to the nurse's office. If the nurse determines that the student needs to go home, she will contact the parents and notify the High School office that the student is leaving. If the nurse is off campus, the administration will contact the parents.

Other approved reasons for checking out after arriving at school include the following:

- Doctor/Dental appointments
- Court appearance (must bring documentation)
- Driver's license exam
- Funeral in the immediate family

STUDENTS MAY NOT CHECK OUT AND RETURN TO SCHOOL IN THE SAME DAY WITHOUT MEDICAL DOCUMENTATION OF AN APPOINTMENT OR COURT RELATED EXCUSE.

Notes must be presented to the High School principal or his designee prior to the beginning of the school day. When a student a) arrives at school late or b) checks out and returns to school the same day, he/she must sign in at the principal's office. If questions arise concerning the legitimacy of the absence, the administration reserves the right to request further documentation from the parent. Students who do not check out or check in properly will be considered truant and the penalties for truancy will apply. This policy is inclusive of all students regardless of age or grade.

Last Revised: June 20, 2011

CHILD FIND OUTREACH



To: Public/Community of Glen Rose School District

Re: Child Find Outreach

Glen Rose School District is required to locate, identify, and evaluate all children with disabilities located within its jurisdiction who are in need of early intervention or special education services. This is called "child find". We would like your assistance in making the public aware of the services that Glen Rose School District offers.

Children from ages 3 through 21 can be screened. All child find referrals are considered confidential and services are **provided at no cost** to the family.

If you know of a school aged child who has a disability or a child you suspect may have difficulty with learning, communication, vision, hearing, behavior, or motor control and coordination, please contact the special education supervisor at the school district by calling 501-332-3694. If the child is preschool aged (3-5), you may contact Dawson Educational Cooperative Early Childhood Special Education at 870-246-7928.

For children ages birth to 3 who may have a disability, contact Arkansas First Connections (1-800-643-8258 or 501-682-8703) for assistance. First Connections is the Arkansas Early Intervention Program for evaluation and services.

CLASSIFICATION OF STUDENTS

Glen Rose High School has five (5) levels of classifications and these classifications are based on the number of credits earned.

9 th Grade	0 – 0.5 credits
10 th Grade	5.5 – 10.5 credits
11 th Grade	11.0 – 15.5 credits
12 th Grade	16.0+ credits

In order to be classified as a senior and have senior privileges, a student is required to lack no more than seven (7) academic units to complete graduation requirements.

Last Revised: June 17, 2019

CLASSROOM RULES AND PROCEDURES

Individual teachers may have specific rules designed for his/her classroom in addition to the general rules used by each teacher. The rules must be consistent with other handbook and school board policies. The teacher will document all warnings and efforts to put a stop to the unwanted behavior. The teacher may use extra assignments, writing themes or sentences, or lunch time detention in the classroom as a means to punish unwanted behavior. If the efforts of the teacher are not successful, then the principal should be consulted.

COMMUNICABLE DISEASES AND PARASITES

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

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any blood borne, 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).

In accordance with the IMMUNIZATIONS policy 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 the PRIVACY OF STUDENT'S RECORDS/DIRECTORY INFORMATION. That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis of students found to have live human host parasites that are transmittable in a school environment will be asked to pick up their child at the end of the school day. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis 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 screening 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.

Cross References: ENTRANCE REQUIREMENTS; ABSENCES; PRIVACY OF STUDENTS' RECORDS/DIRECTORY INFORMATION; IMMUNIZATIONS

Legal References: A.C.A. § 6-18-702; Arkansas State Board of Health Rules pertaining to Immunization Requirements; Division of Elementary and Secondary Education Rules Governing Kindergarten Through 12th Grade Immunization Requirements

Date Adopted: June 19, 2012; Last Revised: March 14, 2016

COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, legal guardian, person having lawful control of the child, or other 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 (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 (HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 15 of that particular school year and the parent, legal guardian, person having lawful control of the child, or other person standing in loco parentis of the child elects not to have him/her attend kindergarten. A kindergarten waiver 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 Reference: A.C.A. § 6-18-201; A.C.A. § 6-18-207

Date Adopted: June 6, 2002; Last Revised: July 19, 2021

CONCURRENT CREDIT

A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education shall be given credit toward high school grades

and graduation at the rate of one high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

A student, who takes a three-semester hour remedial/developmental education course, as permitted by the ADE Rules Governing Concurrent College and High School Credit, shall be the equivalent of one-half unit of credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

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

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

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 are to be received by the school within five (5) school days of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students' eligibility for extracurricular activities and graduation.

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

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

Legal References: A.C.A. § 6-15-902(c)(2); Division of Elementary and Secondary Education Rules and Regulations: concurrent College and High School Credit for Students Who Have Completed the Eighth Grade

Date Adopted: June 19, 2012; Last Amended: February 14, 2013

CONDUCT TO AND FROM SCHOOL TRANSPORTATION ELIGIBILITY

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

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

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

Bus stops are planned to meet State Department of Education recommendations, whereby stops shall be at least

1/4 mile apart, and within one mile of a student's home. Priority for establishing bus stops are dependent on a number of factors, the highest priority being primary students who do not have a parent, another adult or older students to supervise them to and from bus stops. In the event parents/guardians cannot agree upon a centralized neighborhood stop, the administration may have to establish such stops between houses.

In the event of inclement weather, including heavy overcast with probable precipitation, or the temperature announced over the local radio station shortly before being transported is below 36 degrees, buses will stop at each student's driveway on county and state roads.

Riding the bus is a privilege not a right. The following rules and regulations pertain to all students who ride busses either part-time or full-time:

1. While riding the bus, students are under the supervision of the driver and must obey the driver at all times. **STUDENTS MAY BE ASSIGNED TO A PARTICULAR SEAT AT ANY TIME.**
2. Students are to conduct themselves in a manner such that they will not distract the attention of their driver or disturb other riders on the bus (which includes keeping hands to oneself, attending to your own matters, leaving other students alone, and being reasonably quiet).
3. No knives or sharp objects of any kind are allowed; neither firearms, pets, nor other living animals, etc.
4. Students are not to tamper with any of the safety devices such as door latches, fire extinguishers, etc.
5. Pupils must keep seated while the bus is stopped except as the driver directs. Never use the emergency door unless instructed to do so by the driver.
6. Pupils are not to put their hands, arms, heads, or bodies out of the windows. Do not yell at anyone outside the bus.
7. Students are not to deface the bus or any school property. Act 36 of 1987 places the financial liability of parents at \$5,000.00 when their children damage or destroy public property. No food or drinks are to be taken on the bus. Keep the aisle of the bus clear of books, lunches, coats, etc. Do not put feet in the aisle.
8. Keep backpacks, purses, and other items closed and all school materials put away.
9. Drivers will not let students off the bus except at regular stops.
10. Pupils are not to ride any bus except their own; unless in case of an emergency where permission has been secured from the building principal. Due to several overloaded bus routes, students wishing to ride another bus must bring a note from their parents to the principal's office BEFORE 8:00 a.m. in order to have proper permission.
11. Do not call names or use abusive language.
12. Act 814 makes it a misdemeanor for students or adults to threaten, curse, or use abusive language to a school bus driver in the presence of students. Students shall be suspended and criminal charges filed.
13. The driver may find it necessary to establish other procedures in light of his or her own bus needs.

CONSEQUENCES:

Bus infractions will result in a minimum of a verbal warning and parental contact and the maximum of removal from the bus for the remainder of the school year. **Transporting students who have lost their transportation privileges to and from school shall become the responsibility of the student's parents or legal guardians.**

Legal References: A.C.A. § 5-60-122; A.C.A. § 6-19-119 (b); Arkansas 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

Last Revised: June 17, 2019

CONTACT WITH STUDENTS WHILE AT SCHOOL

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

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may 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 Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Except as provided below, other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

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

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law

enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

CONTACT BY PROFESSIONAL LICENSURE STANDARDS BOARD INVESTIGATORS

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

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: June 20, 2011; Last Revised: March 9, 2020

CORPORAL PUNISHMENT

The Glen Rose School Board authorizes the use of corporal punishment to be administered in accordance with the policy by the Superintendent or the superintendent's designated staff members who are required to have a state-issued license as a condition of their employment. Corporal punishment will be used only with the approval of the principal and shall be used only as a last resort before suspension. When corporal punishment is used the following guideline will be followed:

- (1) Prior to 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.
- (2) All corporal punishment
 - a. shall be administered privately, out of sight and hearing of other students.
 - b. shall not be excessive, or administered with malice
 - c. shall be administered in the presence of another school administrator or designee who shall be a licensed staff member of the same gender employed by the District.
- (3) No more than three swats will be given at one time or for any one offense.
- (4) The paddle in the principal's office is to be used unless another paddle has been approved by the principal.
- (5) Any cases of corporal punishment must be documented and put on file in the principal's office on the appropriate form.

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

NOTE: When corporal punishment is appropriate and the student refuses such punishment, a one day suspension will be applied.

Legal References: A.C.A. § 6-18-503(b); DESE Rules Governing Student Discipline and School Safety;
DESE Rules Governing Special Education and Related Services Section
11.00 - Discipline

Date Adopted: June 6, 2002; Revised: July 1, 2008; Last Revised: June 17, 2019

CORRESPONDENCE COURSES

Correspondence courses must be approved, in advance, by the principal and guidance counselor prior to enrollment in a course. A student is allowed to earn a maximum of two (2) credits in correspondence work. The school counselor will provide information of acceptable providers.

Seniors who are doing correspondence courses must have taken their final exam by May 1 in order to be eligible for graduation. Final grades for correspondence courses must be turned in at the last full school day for seniors.

Last Revised: July 15, 2013

COURSE DROP/ADD PROCEDURES

Students will be allowed to drop or add courses to their schedule in coordination with the counselor under the following circumstances:

1. The student demonstrates a necessary academic need
2. The student requests a course addition within one (1) week (5 school days) of the beginning of the academic semester
3. The student requests a course drop within one (1) week (5 school days) of the beginning of the academic semester
4. Exceptions to this rule may be made upon a recommendation from the classroom teacher.
- 5.

Any student that chooses to drop a course beyond the 1-week time limit above will receive a grade of "F" in the dropped course until the student re-enrolls in and passes the course at a later date.

CURRICULUM

A curriculum catalog of course offerings is available to each student from the counselor's office. No ninth, tenth, or eleventh grader will be scheduled for a study hall unless there are extenuating circumstances.

DAILY SCHEDULE

Students arriving at school are to go to the designated areas in the mornings. Students should not arrive on campus (including parking lots) before 7:30 A.M. NOTE: A detailed bell schedule will be sent home the first day of school.

DETENTION HALL

Glen Rose High School will operate a morning detention hall (DH) for the less serious rule infractions. If a student has been assigned to DH, the student will receive an email notification as to the rule violation and the assigned days to attend. On the designated days, the student will report to DH at 7:30 a.m. with assignments or class work. Students will remain in DH until the first bell at 7:50 a.m. Being late to DH, talking during DH, or not working during assignment time may result in extra assigned days of DH for the student. In the instance of excessive detention hall assignment or failure to report to detention hall, students may be assigned to Saturday School or may be suspended. The number of days of suspension or Saturday School shall increase with each subsequent case of no show to DH. Failure to sign DH slip will be considered insubordination. This will result in either Saturday school or suspension. An accumulation of seven (7) days assignment to the detention hall will result in being assigned to Saturday school.

Date Adopted: June 6, 2002; Revised: June 25, 2018

DISCIPLINE

The Glen Rose 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 school activity.

The ranges of disciplinary consequences include verbal warning through a recommendation for expulsion. Students with disabilities who engage in misconduct are subject to normal disciplinary rules and procedures so long as such treatment does not abridge the right to a free appropriate public education (FAPE). Discipline for students with disabilities will be consistent with the Individual Education Plan and with IDEA (Individuals with Disabilities Act) current procedures. Students with disabilities are not exempted from discipline. (IDEA 504, PL 94-142).

Students are expected to follow the provisions of this handbook and obey the directions of certified teachers as well as non-certified staff and school volunteers who have been assigned responsibilities that include the supervision or oversight of students. Failure to follow the directions of a volunteer or non-certified staff member is a violation of this handbook, and will result in disciplinary action being taken against the student, ranging from a warning to expulsion. Non-certified, non-instructional staff and school volunteers may not discipline students directly, except as otherwise provided, but are to refer discipline violations to a certified teacher or school administrator.

A student may be suspended or expelled for immorality, refractory conduct, insubordination, infectious disease, habitual uncleanliness, or other conduct that would tend to impair the discipline of the school or harm the other pupils, regardless of whether the student's conduct occurs on or off campus and during or between school terms regardless of whether a specific prohibition of the conduct is contained in this student handbook.

Each student will have an individual discipline plan which will outline how many times he/she has been in the office for discipline and what punishment has been received. An administrator's decision about which disciplinary response is appropriate may depend on the severity of the offense, motive, prior offenses, and effects of the offense. Some offenses may result in a severe response such as suspension or expulsion on the first offense.

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

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

The District's personnel policy committee 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 Glen Rose 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 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 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. § 6-18-2401 et
 seq.; DESE Rules Governing Student Discipline and School Safety

Date Adopted: June 6, 2002; Revised: July 1, 2008; Last Revised: July 19, 2021

DISTRIBUTION OF LITERATURE

No literature or announcements will be distributed to students at school without clearance from the principal's office.

DRESS AND GROOMING

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

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

A student shall not be disciplined or discriminated against based upon the student's natural, protective, or cultural

hairstyle. A student's natural, protective, or cultural hairstyle includes without limitation afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls, and hair styled to protect hair texture or for cultural significance.

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

The rules of this dress code are intended from a pedagogical standpoint to help avoid disruption and distraction in the classroom, foster respect for authority and discipline, provide conformity to community standards, and promote health and safety. Each year a committee will be convened to discuss changes in the dress code policies. This committee will consist of an administrator, teachers, and a parent representative.

The freedom of an individual may be restricted in order to reach educational objectives. Personal freedoms are not absolute-they must yield when they intrude on the freedom of others. The school administration carries the burden of infringing upon an individual's freedom in order that an educational goal might be met. The administration believes strongly that teachers have the right to teach in an atmosphere conducive to teaching and learning.

The primary function of the school administration concerning a dress policy is serving the interest of the community in requiring the educators of its children to allocate their time primarily to the educational process. The administration realizes it is extremely difficult to develop a dress code which will cover all situations which might arise during the school year as the style of dress changes from month to month and season to season. The administration believes the primary responsibility of determining student dress and appearance lies with the parent, then with the student. The school administration is the final authority regarding the dress code unless approved by the administration.

The following are not permitted at Glen Rose:

1. Garments that are see-through and garments with bare backs.
2. Tank tops and tops with spaghetti straps are not permitted; all tops must have at least a three (3) inch shoulder strap and must not expose any other area of the body other than the arm. Uncovered midriffs or shirts with sides that are split are prohibited. Midriff must be covered even when arms are extended above their head. (This will prevent midriff from being exposed when standing or sitting).
3. Pants that are not worn on the waist or too tight. Leggings, Jeggings, or other tight-fitting pants may only be worn under a shirt or skirt that **COVERS THE BUTTOCKS AREA**. If the administration feels that this policy dress code is being abused, the privilege of wearing leggings and jeggings will be rescinded.
4. **NO HATS OR HEAD COVERINGS ARE ALLOWED ON CAMPUS.**
5. Chains of any kind.
6. Clothing of any kind that advertises tobacco, alcohol or drugs, or has disruptive, offensive, or obscene language or pictures. Any clothing with inappropriate insinuations will not be allowed. Example: T-shirts with double meanings.
7. Shorts, skirts, or dresses hemlines will be no shorter than the fingertips when the arms are completely extended on the leg. **No running shorts** (Nike tempo or other brands) may be worn at school. Hemlines will be no shorter than the fingertips when the arms are completely extended on the leg. If the administration feels that the shorts policy dress code is being abused, the privilege of wearing shorts will be rescinded.

8. No pajamas, bedroom slippers, or house shoes.
9. No clothing will be permitted that in any way makes visible, or gives the illusion, of exposing undergarments. Clothing should not be in an extreme state of disrepair and skin should not be visible in pants or shorts above fingertip length when the arms are completely extended on the leg.
10. Any jewelry worn in the ear that the administration deems excessive will not be allowed. Any facial jewelry or other jewelry that the administration deems excessive, distracting or dangerous is also not allowed.
11. Any hairstyles or hair coloring deemed disruptive to the educational process will not be permitted.
12. No trench coats or full length coats.

Any clothing, jewelry or accessory that the administration deems as inappropriate in an educational setting, presenting a safety concern or that causes a disruption in the educational process will be prohibited.

When students arrive on campus improperly dressed, the parents will be called and given the opportunity to bring appropriate clothing. In the meantime, the student will be given appropriate covering if possible and sent to class. However, if no covering is available the student will be sent to in-school suspension until the parent arrives with the appropriate clothing. If the parent cannot bring clothing, the student will wear the covering the remainder of the day or if no covering is available the students will report to in-school suspension and stay there the remainder of the day.

The student will not be allowed to leave campus to change clothing. The penalty for improper dress is: a minimum of a warning with the option to change into proper attire and a maximum of suspension.

Legal References: A.C.A. § 6-10-137; A.C.A. § 6-18-502(c)(1); A.C.A. § 6-18-503(c)
Date Adopted: June 6, 2002; Last Revised: June 19, 2023

DRUG FREE ENVIRONMENT

The Glen Rose School District recognizes its responsibility to students to provide a drug free school. The district also recognizes that substance abuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes, and the total development of each individual. Substance abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the abuse or misuse of legal drugs and medications. The Glen Rose Schools provides a K-12 drug prevention program.

The possession, sale (accepting money or property), distribution, or misuse of alcohol, prescribed/non-prescribed, or illegal drugs will not be tolerated.

Violations of this policy may result in suspension, expulsion, or other disciplinary action deemed appropriate by the district.

DRUG TESTING POLICY - MANDATORY DRUG TESTING

Mission Statement:

The Glen Rose School District recognizes that substance abuse is a significant health problem for students. Detrimently affecting overall health, behavior, learning ability, reflexes, and the total development of each individual. Substance abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the abuse or

misuse of legal drugs and medications.

Policy Statement:

Glen Rose School District (“the district”) is conducting a mandatory drug-testing program for students. Its purpose is threefold: (1) to provide for the health and safety of students in all Extracurricular Activity Programs grades 7 -12, and any student who parks on campus; (2) to undermine the effects of peer pressure by providing a legitimate reason for students to refuse illegal drugs; and (3) to encourage students who use drugs to participate in drug treatment programs.

The Drug Testing Policy permission form must be returned to the school within the first week of attendance. New students to the district must return this form within one week from their enrollment date. Any student wishing to participate in the drug testing at a later time must return the permission form on or before the end of the first week of the second semester. Forms will not be accepted beyond the 1st week of the second semester unless the student is a new enrollee. Once the permission form is processed, then the student becomes eligible to participate in extracurricular activities. This includes walking in the graduation ceremony, parking on campus, and any other event or privilege.

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: The provisions of this policy apply to students in Glen Rose Schools in grades 7 thru 12. No student will be allowed to participate in any school activity (any activity outside the regular curriculum) or park on campus until the consent form has been signed by both student and custodial parent/legal guardian and returned to the school. Positive screening results are considered cumulative and follow the student for the duration of enrollment in Glen Rose School District.

Procedure:

Type of Testing-The District will utilize a random testing procedure. Urinalysis is the method utilized to test for the presence of illegal drugs and/or prescribed drugs or medications. The District will not randomly test for alcohol. Testing procedures will follow guidelines established by the United States Department of Health and Human Services. Laboratories certified by NIDA (National Institute on Drug Abuse) will be used.

Selection Process -While students are participating in activities including practice and scheduled events, or parking on campus, they will be subject to random selection for testing. Each student will be assigned a number. At the beginning of each month of the year while students are participating in activities, days will be selected for testing. On the selected days numbers will be drawn from a box or generated by a computer. The amount of numbers drawn will be at the discretion of the superintendent. If any student whose number is drawn is absent on that day, the selection process will continue until the number of students selected for testing equals the number representing the percentage of students designated for random testing.

Refusal to Submit- Any Student who refuses to submit to random drug testing shall not be allowed to participate in any extracurricular activity, or park on campus for the remainder of the school year.

Results of Positive Test

Upon receipt of a positive test results for any student

1. The superintendent shall notify the student and the student’s custodial parent/legal guardian. Substance abuse counseling for the student will be strongly recommended. The school district will provide free

evaluation through a community network to determine the medical needs of the student. Students will be dropped from any activity or park on campus for twenty-one (21) calendar days. A student may be required to practice at the head coach or sponsor's discretion. He/she cannot compete or dress out for any competition, or be a part of any extra activity sponsored by the district. The student may have the specimen tested at the student's expense at another laboratory approved by the district.

2. At the end of 21 days, the student will be tested again. If that test or any subsequent test during the school year is positive, the student will be dropped from all extracurricular activities for the remainder of the school term. If treatment is required, expenses will be incurred by the custodial parent/legal guardian. Any student who refuses to enroll in and complete a substance abuse counseling program approved by the District shall be suspended for the remainder of the school term. To regain eligibility for the next school term, the student must obtain a negative result from a test administered by the District.

An Exception shall be made in the case of steroids or other drugs that could take more than twenty-one (21) calendar days to leave a student's system. In those cases, at the student's expense the student must obtain a written opinion from a physician approved by the District stating that the student may safely return to participation in extracurricular activities or the event. The student and/or custodial parent/legal guardian may also present to the superintendent a medical explanation for the positive result (e.g., that the student legally takes prescription or over-the-counter medication). Upon providing such explanation, the student and the custodial parent/legal guardian must sign medical information releases allowing the District to verify the explanation with the student's doctor. Should such an explanation not be satisfactory, the above-described sanctions shall be imposed.

3. The superintendent shall communicate positive results through a conference with the custodial parent/legal guardian. The appropriate coach or other activity leader, the principal, and the counselor will be notified that the student has violated school policy and the action taken under the policy. School personnel shall not communicate test results beyond those designated individuals. Positive test results shall not be communicated to police or other law enforcement officials absent legal compulsion by valid and binding subpoena or other legal process, which the district shall not solicit. Positive test results shall not be placed in a student's permanent record file.
4. Negative test results will be made available to the student or the student's custodial parent/legal guardian upon written request.
5. The School Board President and the Board Secretary will also have access to student random drug tests results.

Testing Procedure

Analysis of Urine Specimens

The initial urinalysis method shall be an immunoassay screen. If a specimen test positive for any substance being checked, a confirmation test, utilizing gas chromatography/mass spectrometry GC/MS, shall be conducted on the specimen. If the result of the GC/MS is negative for the suspected substance or substances the student shall be considered to have had a negative result.

All test results from the laboratory shall be communicated only to the superintendent and principal. To ensure proper testing procedures, United States Department of Health and Human Services Standards as defined by NIDA (National Institute on Drug Abuse) certified laboratories will be followed.

The testing laboratory will retain a portion of each specimen which tests positive for a period of one year.

Collection Procedure

Any Student who is requested to and agrees to provide a urine specimen shall be directed to a collection site where the student will complete the necessary forms, including a consent form, and provide a specimen. Students selected, as part of the random test provisions will be required to execute an additional consent form.

The collection site will be a designated bathroom.

An observer/Nurse will be present at the collection site. The observer will positively identify the student. The student shall not be directly observed while providing the specimen unless there is reason to believe that a particular student may alter or substitute the specimen to be provided.

The observer/Nurse will seal the specimen container with tamper-resistant tape in the presence of the student and the student will initial the tape. The observer/Nurse will complete the necessary remaining chain of custody/consent documentation and forward the specimen to the laboratory for testing.

Cost of Testing

The District pays for all costs of reasonable suspicion and random drug testing required by the District.

Consent

All students who desire to participate in extracurricular activities, or park on campus will be required to sign a form consenting to the random testing. The form must be co-signed by the student's custodial parent/legal guardian. No student shall be allowed to participate in any extracurricular activity or park on campus until the consent form has been signed by both student and custodial parent/legal guardian and returned to the High School principal.

Severability

If any sentence, clause, provision, or paragraph of this entire policy were deemed unlawful or unconstitutional, it is intended that the remaining provisions shall remain in full force and effect.

Reasonable Suspicion Provisions

1. General

The use or possession of illegal drugs or alcohol by a student on property under the control of the District or prior to entering property controlled by the District or at a District sponsored event where the illegal drug or alcohol has the possibility of impairing the student is a violation of this policy. The presence of an illegal drug or its metabolites or alcohol in a student's body is considered possession.

2. Reasonable Suspicion

Reasonable suspicion is defined as a reasonable suspicion by the Superintendent, Principal, or other District employee, that a student has used, possessed or sold illegal drugs on District property or has used illegal drugs off of District property, but is of District property or at a District sponsored event while under the influence of the illegal drugs or that a student has used or possessed alcohol off of District property, but is on District property or at a District sponsored event while under the influence of alcohol or that a student is abusing or misusing prescription medications on District property, or has used a prescription medication off District property, but is on District property while under the influence of the prescribed medication.

3. Actions Based Upon Reasonable Suspicion

Once reasonable suspicion has been established, the Superintendent or Principal or their designee may request the student to submit to a search.

A search of a student may include, but is not limited to the student's outer-clothing, vehicle, locker, desk, and other storage places under control of the District, articles of clothing, and accessories, such as briefcases, purses, book bags, and pockets. A search may also include a request for a student to provide a specimen of breath or urine to be tested for the presence of illegal drugs or alcohol.

The District will not request permission from a student to search property under control of the District; the student has no expectation of privacy on that property. The District will request permission to search a student's property that is on property controlled by the District. Students have no expectation of privacy in their property while on property under the control of the District.

If the student and/or the student's custodial parent/legal guardian agree to the search of the student's outer clothing, the search will be limited to inspection of cuffs, pockets, sleeves, purses, bags, briefcases, outer clothing garments such as coats or jackets, shoes and socks.

Any illegal drugs or alcohol discovered during a search may be used in disciplinary proceedings and will be provided to law enforcement officials.

A student shall be suspended for five days if the student refuses to submit to a search or drug test upon request and/or if the student's custodial parent/legal guardian refuses to allow the search. After return from this first suspension, a student shall be expelled for the remainder of the school term if the student or the student's custodial parent/legal guardian refuses to submit to a subsequent search. This subsequent search must be based upon reasonable suspicion independent from the evidence giving rise to the reasonable suspicion for the first search.

Last Revised: August 8, 2013

DRUG TESTING KIT AVAILABILITY

The Glen Rose High School provides drug-testing kits to parents through our school nurse. These kits are designed to be used by parents in the privacy of their home. School officials will not be involved unless the parent requests involvement. There are two types of kits available; one test is for alcohol and the other is for illegal drugs. Results are available in three to five minutes and can be interpreted by a parent or guardian. The cost for each kit is \$6.00. Please contact the school nurse for information or to obtain the kit.

DUE PROCESS

Every student is entitled to due process for any disciplinary action resulting in suspension or expulsion.

1. Due process is afforded to students for all handbook infractions.
2. The due process rights of students and legal guardians are as follows for those students who are suspended for ten (10) days or less:
 - (a) Prior to any suspension, the school principal or his/her designee, shall advise the student in question of the particular misconduct of which he or she is accused, as well as the basis for such accusation.
 - (b) The student shall be given an opportunity at that time to explain his/her version of the facts to the school principal or his/her designee.
 - (c) Written or verbal notice of the suspension and the reason(s) for suspension shall be given to the parent(s)/legal guardians of the student. A written description of the events will be on file at the school.

3. The due process rights of students and legal guardians are as follows for those students who are recommended for expulsion.
 - (a) The school principal or his/her designee shall advise the student in question of the particular misconduct of which he or she is accused, as well as the basis for such accusation.
 - (b) The student shall be given an opportunity at that time to explain his/her version of the facts to the school principal or his/her designee.
 - (c) The superintendent of schools shall, in writing, by registered or certified mail, notify the student and his parent/legal guardian of the recommended expulsion and the reason/reasons for the recommendation.
 - (d) The notice shall also specify a time and date for a hearing, at which time the board of directors shall hear the superintendent's recommendations and report its findings.
 - (e) The student and the parent/guardian have the right to be represented by counsel at such hearings.

EIGHTEEN YEAR OLD POLICY

Public law 93-380 (Buckley Amendment) states upon reaching the age of eighteen "the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student." While this allows certain privileges, it does not allow an 18-year-old student to violate or ignore school policy such as signing out of school for unauthorized purposes. Neither an 18-year-old nor a parent can authorize the abrogation of school policy and procedure.

To invoke this right, the 18-year-old must fill out the proper form in the office. As a courtesy, the office will notify the parent of their child's decision to invoke this right.

EMERGENCY DRILLS

All schools in the Glen Rose School District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year. Students who ride school buses and students who only ride buses occasionally, such as to go to and/or from a field trip will also have to participate in the emergency evacuation drills at least twice each school year.

The District shall conduct annually a lockdown drill and school safety assessment will be conducted for all District schools in collaboration with local law enforcement, medical professionals, fire department officials and emergency management personnel. Students will be included in the drills to the extent that is developmentally appropriate to the age of both the students and grade configuration of the school.

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

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

Other types of emergency drills may also be conducted. These may include, but are not limited to: Fire and tornado drill procedures are posted in all classrooms. Teachers will instruct all students in rules and evacuation procedures. Students are to take these drills seriously- IT MAY SAVE YOUR LIFE.

Legal Reference: 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: June 18, 2007; Last Revised: June 19, 2023

ENROLLMENT

It shall be the policy of the Glen Rose School District that when a student, otherwise eligible for enrollment, is currently under an order of expulsion from the last school district he or she attended, a hearing before the School Board shall be held before that student may be enrolled. This hearing may be closed at the request of the student's legal guardian, pursuant to Ark. Code Ann. 6-18-507. Prior to the hearing the Superintendent shall obtain a full report from the former district concerning the expulsion. At the hearing, the Board shall review the report from the former district and have an opportunity to question the student and his or her legal guardian concerning the alleged misconduct. The Board may rule that the student may not enroll until the student's expulsion from his or her former district has expired.

ENTRANCE REQUIREMENTS

To enroll in a school in the Glen Rose district, the child must be a resident of the District as defined in District policy (RESIDENCE REQUIREMENTS), must meet the criteria outlined in **HOMELESS STUDENTS** policy or in the policy **STUDENTS WHO ARE FOSTER CHILDREN**, be accepted as a transfer student under the provisions of the **STUDENT TRANSFER** policy, or participate under a school choice option and submit the required paperwork as required by the choice option under the School Choice policy.

Students may enter kindergarten if they will attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state approved kindergarten program in another state for at least sixty (60) days, 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 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 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 Glen Rose 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 Glen Rose 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 – 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.

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

1. The parent, legal guardian, person having lawful control of the student, or other 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 other 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 other person standing in loco parentis;
 - f. United State military identification; or
 - g. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or other 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.
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” means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. chapters 1209, and 1211 or 42 U.S.C § 204.

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

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

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

“Eligible child” means the children of:

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

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

“Transition” means the:

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

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

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

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

families face in obtaining an education.

An eligible child as defined in this policy shall:

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

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

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

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

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

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

International Exchange Students

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

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

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

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

The District shall admit for enrollment and attendance an international exchange student who has been placed with a host family who resides within the District boundaries. The international exchange student shall attend the school in the District based on the attendance zone where the host family resides.⁶

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

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

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

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

Cross References: COMMUNICABLE DISEASES AND PARASITES; HOME SCHOOLING;
 HOMELESS STUDENTS; IMMUNIZATIONS; SCHOOL CHOICE;
 RESIDENCE REQUIREMENTS, STUDENT TRANSFERS, STUDENTS WHO
 ARE FOSTER CHILDREN

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. § 6-18-234
 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)

Revised: June 20, 2011; Last Revised: June 19, 2023

EXEMPTION POLICY

As a reward for regular attendance, academic performance and outstanding behavior, students in grades 5-12 will be exempted from spring semester finals in a class or classes if the student meets all of the following criteria:

1. The student has no more than four (4) absences from that class for the spring semester.
2. Students must have a C average or better in an individual class in the spring semester to be exempt from that test.
3. The student has no suspensions (including in-school suspension) during the spring semester.
4. Students enrolled in one semester only courses (CREDIT 0.5) in the fall may be exempted from fall tests under the spring exemption rules.
5. Any student who has been expelled at any time during the school year will be ineligible for exemption for tests for either semester.

Exemptions to this policy may be made on a case-by-case basis. If an injury occurs:

- During an event that the student is a representative/participant of the school.
- Occurs during the school day through no fault of the student.
-

If medical documentation is supplied a student will be considered for an exemption by a committee formed of an administrator, teacher, and counselor.

It is required of all High School faculty members to administer a formal comprehensive exam at the end of the first academic semester.

Exemptions to this policy may be made as rewards for standardized test performance.

Students who owe fees (dues, activity charges, lunch charges, monies, etc.) may be ineligible for exemptions and be limited in extracurricular involvement.

Revised: June 21, 2010; Last Revised: June 19, 2023

EXPULSION

The Board of Education may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Superintendent may make a recommendation of expulsion to the Board of Education for student conduct:

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

Expulsion shall not be used to discipline a student in kindergarten through fifth (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, legal guardians, persons having lawful control of the student, or persons standing in loco parentis (mailed to the address reflected on the District's records) that he/she will recommend to the Board of Education that the student be expelled for the specified

length of time and state the reasons for the recommendation to expel. The notice shall give the date, hour, and place where the Board of Education will consider and dispose of the recommendation.

The hearing shall be conducted not later than ten (10) school days 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 parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis, or student if age eighteen (18) or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

During the hearing, the Superintendent, or designee, or representative will present evidence, including the calling of witnesses 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 the Weapons policy, 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, legal guardians, persons having lawful control of the student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

Students who owe fees (dues, activity charges, lunch charges, monies, etc.) may be ineligible for exemptions and be limited in extracurricular involvement.

Legal Reference: A.C.A. § 6-18-502; DESE Rules Governing Student Discipline and School Safety
Date Adopted: June 6, 2002; Revised: January 17, 2023

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.

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

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

Extracurricular Eligibility

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

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

A student 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 students 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.

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 in 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 a SIP to maintain their competitive interscholastic extracurricular eligibility.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

Homeless Students

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

ARKANSAS ACTIVITIES ASSOCIATION

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

Intrascholastic Activities

AAA Governed Activities

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

Non-AAA Governed Activities

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

School Choice Transfers

A student who transfers under a legal school choice option shall not be denied participation in an extracurricular activity where the student transfers based exclusively on the student's decision to transfer. A student who transfers after July 1 of the year the student enters grade seven (7) shall complete a Changing Schools/Athletic Participation form as defined by AAA, which must be signed by the:

- Superintendent of the student's resident school district;
- Superintendent of the nonresident school district to which the student transfers; and
- Parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

The completed Changing Schools/Athletic Participation form shall be filed with the non-resident school district where the student transfers and the AAA. The Changing Schools/Athletic Participation form shall be signed by the superintendent of a student's resident school district and the superintendent of the nonresident school district to which a student transfers unless there is demonstrable evidence of recruiting by the receiving school district personnel or that the student is transferring to the nonresident school district solely for athletic purposes.

Students who owe fees (dues, activity charges, lunch charges, monies, etc.) may be ineligible for exemptions and be limited in extracurricular involvement.

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. § 6-18-114; A.C.A. § 6-18-115; A.C.A. § 6-18-227
A.C.A. § 6-18-713; A.C.A. § 6-18-1904; A.C.A. § 6-28-108
Commissioner's Memo COM-18-009; Commissioner's Memo LS-18-015

Date Adopted: May 19, 2014; Revised: June 19, 2023

FIELD TRIPS

Glen Rose School does, in order to enrich the student educational process, provide for opportunities for field trips away from school. The trips are intended to expose the students to a variety of cultural and educational experiences. These activities must not be excessive and detrimental to the student's basic education. Students with undesirable behavior will not be allowed to participate. A student will be notified not less than 24 hours if he/she is ineligible to participate in a field trip.

If a student cannot participate in a field trip and the trip is part of the student's grade, the student will be given an alternate assignment of equal value. Student conduct while on the field trip will be governed as per handbook policy.

FOREIGN EXCHANGE STUDENT POLICY

Glen Rose High School welcomes exchange students to our campus. Foreign students eligible for attendance will be chosen by the principal in accordance with the adopted policy. The following practice has been adopted to ensure that both the organization and the student understand the expectations of the school. Approved agencies must be included on the Advisory List published by the National Association of Secondary School Principals and the Council on Standards for International Educational Travel. In addition, foreign exchange students will have a local contact person and will reside within the Glen Rose School District. Act 966 requires that organizations that work with foreign exchange students must register with the Arkansas Secretary of State Office before they are allowed to place students in Arkansas.

The Glen Rose School District does not “hold spots” for exchange student applications. When all required paperwork is completed and accepted, then and only then will the student be considered for the foreign exchange program at Glen Rose High School.

Foreign exchange students who have graduated or completed their course of study in their home country will not be accepted.

A maximum of three (3) foreign exchange students will be accepted for each academic school year. Each student will be required to attend the full academic school year.

A maximum of one (1) student will be accepted from any one organization.

Foreign exchange students WILL NOT BE ACCEPTED AFTER SEPTEMBER 1ST .

Foreign exchange students shall be fluent in the English language.

Foreign exchange students will be eligible to receive a diploma from Glen Rose High School if they meet the graduation requirements from the State of Arkansas, Glen Rose High School, and successfully complete his/her senior year.

Foreign exchange students may not transfer to Glen Rose from another school district and must attend Glen Rose High School for the entire school term.

Foreign exchange students will not be allowed to take the GED (General Education Development) Test.

Foreign exchange students will follow all Glen Rose student curriculum requirements.

Foreign exchange students will complete all required immunizations before being admitted to Glen Rose High School.

Foreign exchange students will not receive priority scheduling.

Approved organizations will provide a transcript (translated into English) of the student’s academic record.

Foreign exchange students will not be eligible for special programs such as Special Education services, ESL, or section 504 accommodations.

Foreign exchange students shall not be included in any class ranking lists, nor shall a GPA be computed for them.

Foreign exchange students will not be allowed to walk in the graduation ceremony. To be recognized at the graduation ceremony, foreign exchange students must be enrolled in senior English and American History. Additionally, they must not have failed any courses during the school year nor had excessive absenteeism.

FREE TEXTBOOKS

Books are purchased by the school with the expectation of using them for a period of six years. Students who lose, destroy or deface books which are issued to them will be charged with the responsibility of paying for these items on a prorated basis. Students are not accountable for wear which occurs from normal use of a book.

GANGS AND GANG ACTIVITY

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

Gangs, secret societies, or other similar groups, whether organized in the community or in other settings, are prohibited on the school grounds and campus at any school-sponsored activity.

Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions. Gang-related activity – whether genuine or a pretense that is identified by school officials will result in a minimum out of school suspension and a maximum of permanent expulsion. The following actions are prohibited by students on school property or at school functions:

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

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

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

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

Date Adopted: June 6, 2002; Last Revised: June 20, 2011

GIFTED AND TALENTED PROGRAM

The gifted and talented program is for students in Grades 9 - 12. The criterion for being selected to enter this program includes a case study approach. Nomination forms for possible inclusion in the program may be obtained from the G/T Coordinator.

GLEN ROSE SOS ACADEMY

As required by A.C.A. § 6-18-508, the Glen Rose School District's A.L.E. is provided on campus. Assignment of students to the A.L.E. program is not subject to appeal or review by the Glen Rose School Board of Directors.

GRADES, EVALUATION, AND REPORTING

Electronic report cards will be accessible and viewable through HAC (Home Access Center) at the end of the four nine-weeks grading periods. Printed report cards will be available upon request at the end of the four nine-weeks grading periods by contacting the office. At the end of the second and fourth-nine weeks grading periods the student is given a cumulative grade for two nine-week periods and a semester exam, and it is this grade that is recorded on the student's permanent record. All parents/guardians are strongly encouraged to get information to monitor grades with HAC (Home Access Center). Also, parents please note on calendars the dates of progress reports, nine weeks and semesters.

Deficiency Reports - Teachers shall send to the parent the grade of any student who is failing or making the grade of D. If the teacher feels a student is obviously capable of better work than is shown, the teacher may send a report home whatever the grade may be. The reports will have a special area where the teacher may check off the deficiency or deficiencies of the student. Deficiency reports will be given to students to take home during the fifth (5th) week of each nine (9) week grading period. A teacher may require a student to have a parent sign the deficiency report and return it for the teacher's files.

Grades assigned to students for performance shall reflect only the extent to which a student has achieved the expressed academic objectives such as those contained in the learner outcomes and curriculum frameworks. Any criteria other than those related to educational or academic objectives shall not be utilized.

The school offers timely parent-teacher conferences. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. If there are any concerns that a parent feels the need to discuss before conferences, the parent should call the school and set up an appointment. The faculty members are available during conference periods and after school for thirty minutes. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding.

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

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

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

Date Adopted June 6, 2002: Last Revised: June 20, 2011

GRADING SCALES/SEMESTER AVERAGES

The following grading scale as approved by ACT 576 of the 1993 legislative session will be used in computing ALL courses in Grades 9 - 12:

PERCENT	GRADE	GRADE POINT	AP/IB/HONORS	MEANING
90 - 100	A	4.00	5.00	Superior

80 - 89	B	3.00	4.00	Good
70 - 79	C	2.00	3.00	Satisfactory
60 - 69	D	1.00	2.00	Poor
Below 60	F	.00	.00	No Credit

An “F” indicates failure to perform with reasonable effort as well as unsatisfactory achievement. An “F” does not count toward certificate requirements.

COMPUTATION FOR NINE-WEEKS/SEMESTER AVERAGES:

1. Tests and major projects constitute at least 65% of the nine-week grade, and homework constitutes not more than 35% of such grade.
2. Semester examinations (where applicable) constitute 1/5 (20%) of the semester average, with the remaining 4/5 (80%) determined by the average of two nine-week averages.

NOTE: Conduct grades are not reflected in academic averages. Last Revised: January 24, 2012

GRADUATION PARTICIPATION REQUIREMENTS

All Graduation Requirements must be met.

In order for a graduating senior to be able to participate in the actual ceremony the following requirements must be met:

Graduation:

Graduation will be held at the Hot Springs Convention Center in the Bank of the Ozarks Arena to provide increased capacity and comfort for families of our students. Graduation practice will be held at the Hot Springs Convention Center Bank of the Ozarks Arena the day of graduation 2 hours before the scheduled graduation. Seniors will be advised of the exact time for practice and graduation well in advance. Failure to attend graduation practice may result in the student not participating in the ceremony. Senior slideshows, awards, honors and scholarships will be included in the graduation ceremony.

Students are to wear the red or white cap and gown that was purchased for the graduation ceremony. Caps may not be decorated. Only the cords, stoles and medallions provided by the school can be worn during the ceremony unless otherwise approved by the administration.

Dress code for graduation practice and the graduation ceremony will include dark slacks/pants or khakis, a white or light button-down collared shirt and clean closed-toed shoes that match the graduation gown (black, brown, white, red) for the guys. Girls need to make sure that what is showing below or under the red or white gown does not clash. Shoes can be sandals, heels or other clean shoes that match the graduation gown. No flip-flops are allowed.

Date Adopted: June 16, 2014; Last amended: July 19, 2023

GRIEVANCE PROCEDURES

The grievance procedure is applicable to any situation not covered by law or other specific procedures provided for in board policies. This procedure may be used by a student who feels that there has been a violation, misinterpretation or inequitable application of rules and regulations, laws, or administrative order.

It is desirable that student problems be resolved at the earliest possible time and at the most immediate level of supervision. At any time during this procedure the student may obtain counsel.

Time limits for any step in the procedure may be set by mutual consent of the parties and any step not necessary may be deleted from the process.

STEP 1: A student and/or a parent/guardian who feels that he/she has a grievance should present the matter orally or in writing to the staff member involved.

STEP 2: If the problem is still unresolved the grievant may request a meeting with the principal to present the matter orally or in writing. This should be submitted within 30 days of occurrence of the problem. If the grievance is related to discrimination based on race, sex or handicapping condition the grievant may contact the Equity Coordinator for assistance.

STEP 3: If the problem is still unresolved the grievant may request the principal in writing to arrange a meeting with the Superintendent. This meeting shall be held within 10 working days after the receipt of the written request.

Last Revised: June 16, 2014

HEALTH SERVICES

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

The District shall develop an age-appropriate seizure education program for the District's students consistent with training programs and guidelines developed by the Epilepsy Foundation of America

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

Annually, the information reported in the Division of Elementary and Secondary Education Health Services Survey shall be provided to the Board.

Mental Health Services are available on campus through referral to counseling provided by Living Hope Counseling Services. Referrals can be made by student, parent/guardian, or GRHS staff. In the event students make self-harm comments, parents/guardians will be contacted and they may be required to see a mental health professional before returning to class. If a student is under the care of a mental health professional at the time of any mental incident then their counselor/doctor will be contacted.

Legal References: A.C.A. § 6-18-709; A.C.A. § 6-18-720
Adopted: June 6, 2002 Last Revised: June 19, 2023

HOME ACCESS CENTER (HAC)

The Glen Rose School district offers Home Access Center (HAC) for parents. It is a useful tool for parents to keep up to date with a student's grades online. Only the parent/guardian can receive an activation code from the

principal's office. When an account has been activated, and the school has posted information, HAC can be used to check a student's latest grades, receive email alerts when grades are posted, receive emails with school or class information, see what homework is not turned in, view attendance and view a school calendar. If HAC is not current with the student's grades please contact the principal's office.

HOME SCHOOLING

Enrollment in Home School

Parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis 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 email;
- 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 if the home-school student plans to seek a driver's license during the current school year;
- g. 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, legal guardians, persons having lawful control of the student, or persons standing in loco parentis choose to home school; and
- h. A signature of the parent or legal guardian, which must be notarized if the home-schooled student plans to seek a driver's license during the school year.

To aid the District in providing a free and appropriate public education to students in need of special education services, the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis 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

Date Adopted: July 19, 2021

HOMELESS STUDENT

The Glen Rose School District will afford the same services and educational opportunities to homeless children as

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

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

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

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

For the purposes of this policy "school of origin" means:

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

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

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

best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;

- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

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

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

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

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

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

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

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

Legal References: A.C.A. § 6-18-114; A.C.A. § 9-25-106
42 U.S.C. § 11431 et seq.; 42 U.S.C. § 11431 (2); 42 U.S.C. § 11432(g)(1)(H)(I); 42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II);
42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii);
42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii); 42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii); 42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii); 42 U.S.C. § 11432 (g)(3)(G);
42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E); 42 U.S.C. § 11434a;
Commissioner's Memo COM-18-044

Last Revised: June 19, 2023

HOMEWORK POLICY

Homework is considered an integral part of the learning process. The utilization of homework is discretionary with teachers, in order to supplement, complement and reinforce teaching and learning. Homework assignments shall take into consideration the age and ability of the student and any other applicable circumstance in the judgment of the teacher.

Homework may be included in evaluation of the progress and achievement of the student. Homework and classwork combined make up the daily work grade which will count 35% of student grades in all classes. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful.

The Board of Education recognizes that individual grade levels have varying needs concerning homework and each building level student handbook will address specific policies.

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

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

Date Adopted: June 6, 2002; Revised: May 16, 2004; Last Revised: June 18, 2007

HONOR GRADUATES AND DISTINGUISHED GRADUATES

In order to receive the distinction of an honor graduate, the student must complete a minimum of 24 credits on the college curriculum as defined by the state board of higher education coordinating board and the state board of education and beginning with the Class of 2017 the student must have completed two years of foreign language. Additionally, with the Class of 2017 all students must have completed 24 credits. All student grade point averages will be calculated from grade 9 through 12.

All students who graduate with honors must complete the following:

1. Must complete Smart Core Curriculum
2. Must complete two (2) units of the same foreign language
3. Must complete six (6) units from the following:

Honors English 9	Honors U.S. History
Honors English 10	AP U.S. History
AP Literature	Honors Biology
AP Language	AP Biology
Freshman Comp I	Honors Calculus
Freshman Comp II	AP Calculus
College Algebra	College Trigonometry
College World History	

Any other approved AP courses or college courses may count toward the six (6 units).

Summa Cum Laude (with highest honors) will have a cumulative G.P.A. of 4.00 or above out of a possible 4.00. These students will wear a white robe during the graduation ceremony.

Magna Cum Laude (with high honors) will have a cumulative G.P.A. of 3.75 - 3.99 out of a possible 4.00.

Cum Laude (with honors) will have a cumulative G.P.A. of 3.50 - 3.74 out of a possible 4.00.

Honor graduate status will be computed when grades following the eighth (8th) semester of high school work have been finalized. Rank will be computed based on the weighted G.P.A.

Any Advanced Placement student's transcript with all "A's" and the same number of AP courses shall be evaluated by a committee appointed by the principal to determine final class ranking.

In order to be recognized **as a Distinguished Graduate** the student must have completed 24 credits for graduation, complete the Smart Core Curriculum and have a 3.5 G.P.A. or above. The students will be given a stole to recognize their achievement.

Last Revised: March 15, 2021

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 against:

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

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

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

- A. Licensed physician;
- B. Health department;
- C. Military service; or

D. Official record from another educational institution in Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating “up-to-date”, “complete”, “adequate”, and the like will not be accepted as proof of immunization.

No self or parental history of varicella disease will be accepted. Valid proof of immunization and of immunity based on serological testing shall be entered into the student’s record.

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

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

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

Temporary Admittance

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

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

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

Exclusion From School

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

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

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

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

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

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

- 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; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

Cross References: ENTRANCE REQUIREMENTS; ABSENCES; COMMUNICABLE DISEASES AND PARASITES; MAKE-UP WORK

Legal References: A.C.A. § 6-4-302; A.C.A. § 6-18-702; A.C.A. § 6-28-110; DESE Rules Governing Kindergarten Through 12th Grade Immunization Requirements In Arkansas Public Schools; ADH Rules and Regulations Pertaining to Immunization Requirements

Date Adopted: February 17, 2015

ILLNESS/ACCIDENT

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

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

INTERNET SAFETY AND ELECTRONIC USE DEVISE

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. Student email accounts are assigned to each student and are for the sole purpose of educational activities. Students who violate email policies will be subject to disciplinary action under the GRHS internet use agreement.

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

Technology Protection Measures

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

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

Internet Use and Safety

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and Internet use including, but not limited to: interacting with other individuals on social networking websites and in chat rooms; Cyberbullying awareness; and Cyberbullying response.

Misuse of Internet

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

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district's technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student's own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally

identifying information includes full names, addresses, and phone numbers.

- Using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

Legal References: Children's Internet Protection Act; PL 106-554; FCC Final Rules 11-125 August 11, 2011; 20 U.S.C. 6777; 47 U.S.C. 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: May 19, 2014

IN-SCHOOL SUSPENSION

Glen Rose High School operates an in-school suspension program. An attempt to notify parents will be made when a student has been assigned In-School Suspension. Placement of students in this program will be made for disruptive behavior or violation of school rules. ISS is a structured environment that is very restrictive. **STUDENTS ASSIGNED TO ISS ARE NOT ALLOWED TO POSSESS THEIR CELL PHONE AND WILL SURRENDER THEIR CELL PHONE EACH DAY THE STUDENT IS IN ISS TO THE ISS TEACHER.** Students are assigned to this program for various disciplinary infractions. An assignment of students to ISS by school district administration is not subject to appeal or review to the Glen Rose School District Board of Directors. A student will not be allowed to participate in or attend Glen Rose School activities on or off campus while assigned to in-school suspension. The student may return to participation in activities when he/she returns to his/her regular classroom schedule. If a student is removed from ISS for disciplinary reasons, he/she will receive an out-of-school suspension and will return to ISS and complete the assigned days.

Date Adopted: June 6, 2002; Last Revised: July 1, 2008

LOCKERS

Lockers will be available on request for a \$10.00 non-refundable locker fee. Students may keep their textbooks and personal belongings in their lockers, and they are responsible for their locker's contents. Students ARE NOT allowed to share lockers. Students must use a GRHS lock on the locker. Students will pay for damaged and abused lockers. No stickers, writings, etc. will be put on lockers! Lockers are school property and can be inspected and searched at any time. Students should only go to lockers before 1st period—get all supplies for the first half of the day, then after lunch bell to get supplies for the remainder of the day, and at the end of the school day. **STUDENTS ARE NOT ALLOWED AT THEIR LOCKERS DURING CLASS PERIODS UNLESS PERMISSION IS GIVEN BY THE TEACHER (HALL PASS). STUDENTS MAY RECEIVE AN UNEXCUSED TARDY WHEN LEAVING CLASS TO GO TO LOCKERS.** The school will require the use of locks on the lockers. The school will supply the first lock but if that lock is lost or destroyed the second lock must be purchased from the school (\$10 replacement fee). Violations of GRHS locker policy may result in locker privileges being suspended or revoked with no refunds for locker fees.

MAKE-UP OF REQUIRED COURSES

Students failing one or both semesters of a required course for graduation have no priority in being scheduled to retake the course (state law limits class size to 30 students). Students in this position have two (2) options available:

1. The student can wait and hope a position becomes available.
2. The student may enroll in a summer program or correspondence work.

MAKE-UP OF 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. Incomplete grades must be resolved within 10 working days of the end of a grading period.
2. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
3. Teachers are responsible for providing the missed assignments when asked by a returning student.
4. Students are required to ask for their assignments on the first day back at school or their first class day after they return.
5. 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.
6. Students shall have one class day to make up their work for each class day they are absent.
7. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
8. Students are responsible for turning in their make-up work without the teacher having to ask for it.
9. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
10. As required/permitted by the student's Individual Education Program or 504 Plan.

Work may not be made up for credit in excess of the number of allowable absences in a semester unless the absences are part of a signed agreement as permitted by Absences Policy. Out-of-school suspensions are unexcused absences.

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

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

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

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

Cross Reference: ABSENCES; EXPULSIONS, IMMUNIZATIONS; SUSPENSIONS FROM SCHOOL

Legal References: A.C.A. § 6-16-1406; A.C.A. § 6-18-502; DESE Rules Governing Student Discipline and School Safety

Adopted: June 20, 2011; Last Revised: June 19, 2023

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 in 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 and type 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 and type of this 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 health care provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times) and additional information and 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 over-the-counter medications to the extent giving such medications are included in the student's IHP.

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

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

Schedule II Medications

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

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

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:

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

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

Emergency Administration of Epinephrine

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

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

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

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

Emergency Administration of Albuterol

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

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

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

Emergency Administration of Anti-opioid

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

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

Emergency Administration of Emergency Adrenal Insufficiency Medication

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

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

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

Seizure Disorder Medications

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

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

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

supervision or care of the student.

Legal Reference: Arkansas State Board of Nursing: School Nurse Roles and Responsibilities; Arkansas division of Elementary and Secondary Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin, Glucagon, and Medication for Adrenal Insufficiency or Adrenal Crisis to Arkansas Public School Students; 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; 17-87-103 (11) and (14); A.C.A. § 6-18-720; A.C.A. § 6-18-721; A.C.A. § 20-13-405
Date Adopted: June 6, 2002; Last Revised: June 19, 2023

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 References: A.C.A. § 6-10-135; DESE Rules Governing the Star-Spangled Banner Act

Date Adopted: July 19, 2021

NON-RESIDENT STUDENTS

The public schools of any Arkansas school district are open to persons between the ages of five (5) and twenty-one (21) years who are residents of the district; or in the case of minors, whose parents are residents of the district (Act 828 or 1981 Arkansas General Assembly). The Glen Rose School District does not accept transfer due to Act 609 of 1989 (any and all options).

NOTIFICATION OF PARENTS WHEN REPORTS ARE MADE TO LAW ENFORCEMENT CONCERNING STUDENT MISCONDUCT

In order to comply with state law or district policy, state or local law enforcement may be notified of student misconduct or criminal acts. Students are advised that they have the legal right to decline to be questioned by a law enforcement officer until their legal guardian can be present. Administration will make every effort to notify parents that their child has been reported by the school district to law enforcement at the parents' daytime telephone number as reflected in district records.

ON CAMPUS TRAFFIC

No through traffic on the gym and fine arts road is permitted from 7:45 a.m.-8:15 a.m. Monday through Friday and from 3:00 p.m. and to 3:30 p.m. Monday through Friday. This road is open to buses only. The road below the arena leading to storm shelter and high school campus is a one way road only during school hours.

ORGANIZED PHYSICAL ACTIVITY COURSE/P.E. COURSE

Beginning in the 2005-2006 school year a student in grades 9-12 participating in and successfully completing an organized physical activity course in his or her school shall be eligible to receive 1/2 unit of P.E. Students enrolled in a regular P.E. will also be eligible for 1/2 unit of P.E.

Note: All physical activity courses must meet the standards of ACT 660. You must be in either course for at least 1/2 semester. All drop/add procedures will remain the same.

PARENTAL INVOLVEMENT ACT

Glen Rose High School adheres to the Parental Involvement Act 603 of 2003. A copy of this act is on file in the Superintendent's Office. A parent-friendly summary of the Parental Involvement Policy will be sent home. A copy of each school's plan is handed out during open house and/or registration as well as being available in the principal's office and can also be found on the school's website.

PARENTAL ENGAGEMENT PLAN SUMMARY

The parental involvement plan of the Glen Rose School District is to partner with the parents and community to provide a safe and nurturing environment that provides all students an opportunity to learn and to achieve to their fullest potential. The Glen Rose School District Parental Engagement Plan is a comprehensive plan (per Act 603 of 2003 and Act 307 of 2007) that will help develop a purposeful partnership that meets the needs of the families, school communities involved, and incorporates support that encourages the involvement of the parents. Each school, in collaboration with parents, shall establish a parental involvement plan, including programs and practices that enhance parental involvement and reflect the specific needs of students and families. The parental engagement program in each school shall involve parents of students at all grade levels in a variety of roles, recognize that communication between home and school should be regular, two-way, and meaningful and encourage communication with parents.

This plan will include the following:

- Communication strategies provide additional information to parents and to increase parental involvement in supporting classroom instruction.
- Parent meetings, conferences and activities regularly throughout this year that will provide flexible meeting times to distribute information to parents.
- Parent/Teacher conferences will be held in each semester in the spring and the fall.
- Provide information to parents about volunteer opportunities
- Title I schools will work with parents to create a School-Parent Compact to help the student achieve and must be signed by all stakeholders.
- Opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan
- Encouraging parents to form a Parent/Teacher Organization to encourage parental and community involvement within the schools.
- Providing resources for parents by allowing parents to check out materials from the Parent Center located at Gifford in the Kindergarten building or the school libraries to help with their child's achievement in school.

Last Revised: June 20, 2016

PERMANENT RECORDS

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

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

Last Revised: July 1, 2008

PHYSICAL EXAMINATIONS OR SCREENINGS

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

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

Opt-out forms may be requested through the school principal's office.

Legal References: A.C.A. § 6-18-701

Date Adopted: June 23, 2009

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 birth siblings if:

- There have been a minimum of 30 instructional days since the start of the school year;
- 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 20, 2011

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 chose 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, mediate, 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

Last Revised: July 19, 2021

POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether it is district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.

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

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

Students caught with a cell phone during state mandated testing will have their phone confiscated, phone contents reviewed, and the Division of Elementary and Secondary Education will be notified. The student will be

suspended. The prohibition in this policy does not extend to the electronic device the District provides the student for the student's use during assessment administration to the extent the student is using the District provided device to complete the assessment.

As used in this policy, "electronic devices" means anything that can be used to transmit or capture images, sound, or data.

Use of an electronic device is permitted to the extent it is approved in a student's IEP or it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Students may bring cell phones and other electronic devices to school to use according to the following policies:

1. The use of cell phones during a class period is forbidden except as allowed by the teacher for instructional purposes. Otherwise, cell phones and other electronic devices must be kept on silent and stored out of sight or in a location designated by the teacher.
2. The personal use of cell phones or other electronic devices to photograph or video other students or employees is forbidden and could result in consequences up to and including expulsion from school.
3. The use of earbuds or headphones to listen to music is only allowed before school, at lunch, or after school. Students will not be allowed to use earbuds or headphones during the instructional day unless approved by the classroom teacher.
4. Parents needing to contact their student should contact the office or email. **PLEASE AVOID CALLING OR TEXTING YOUR STUDENT DURING SCHOOL HOURS.**

Students violating this policy will have the following consequences and/or suspension of cell phone privileges listed below:

1st offense – Three (3) days detention hall, parent/ guardian pick up the phone

2nd offense – Saturday School, parent/ guardian pick up the phone

3rd offense – 3 day In-School Suspension, parent/ guardian pick up the phone

4th offense – 5 day In-School Suspension, parent/ guardian pick up the phone

5th offense – Recommendation for expulsion

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

No student shall use any wireless communication device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property. Violation may result in disciplinary action up to and including suspension.

STUDENTS IN VIOLATION OF CELL PHONE POLICIES MAY LOSE CELL PHONE PRIVILEGES DURING A TEACHER'S CLASS OR MAY HAVE TO SURRENDER THEIR PHONE FOR THE SCHOOL DAY OR MULTIPLE SCHOOL DAYS IF TURNED OVER TO THE OFFICE.

Students who do not surrender their cell phone to staff members when they violate these policies may be subject to suspension.

GLEN ROSE SCHOOL DISTRICT IS NOT RESPONSIBLE FOR STOLEN, LOST, OR DESTROYED CELL PHONES, ELECTRONIC DEVICES, OR ACCESSORIES.

Legal References: A.C.A. § 6-15-2907; A.C.A. § 6-18-515; A.C.A. § 27-51-1602;
A.C.A. § 27-51-1603; A.C.A. § 27-51-1609; DESE Test Administration Manual;
A.C.A. § 6-18-503(b); DESE Rules Governing Student Discipline and School Safety

Date Adopted: June 18, 2007; Last Revised: June 19, 2023

POSITIVE BEHAVIOR SUPPORTS

Positive Behaviors will be taught during red zone classes. Typical discipline systems in schools have been based on only reaction to negative behavior and punishment of the offender. Hundreds of studies have shown, however, that this approach does little to reduce chronic misbehavior, and it does not produce positive-long-term outcomes for schools or students. Positive Behavior is different in four key ways:

- **Prevention:** Correct behaviors are established, taught, modeled, and acknowledged in a systematic way throughout the school. Students are “caught” engaging in desired behavior, and this behavior is regularly reinforced and recognized.
- **Response:** The response to undesirable behavior is organized, systematic, consistent, and careful. Considerable thought and effort go into having the entire school community on the same page with respect to common definitions of, and the most effective response to, problem behaviors.
- **Data-driven:** Discipline data is collected school-wide in a user-friendly format. When this information is entered and analyzed in an established on-line database, the data provides guidance for understanding when and where problem behavior is more likely to occur. Strategies to address behaviors in these situations are developed, and the data then provides evidence for whether the strategies are working.
- **Process:** Positive Behavior is not a curriculum or prepackaged program. Rather, it is a framework that guides the school community through a process of addressing the unique culture, climate, and behavioral issues within each school. The idea is to work smarter, not harder, to improve behavior and school climate.

As part of the effort to improve our school culture, teachers and staff will encourage and acknowledge students for demonstrating the traits of being respectful, engaged, responsible, and safe. Teachers and classes will incorporate various rewards for positive behavior including, but not limited to, drinks and snacks, outside classes, and posting student work that exceeds direction and expectation.

Behaviors are separated into minor and major infractions. When minor infractions occur, they are handled by the classroom teacher. Examples of minor infractions include disruption, some forms of insubordination, property misuse, and inappropriate language. The teacher may assign detention and notify the parents if such behavior occurs. Major infractions require immediate attention by administration and include abusive/threatening language, fighting/physical aggression, bullying, overt defiance, chronic disruption, property damage, forgery, and possession of weapons.

R.E.P.S

At Glen Rose High School our school expectations fall under the acronym REPS:

RESPECTFUL

- Use appropriate language
- Respect others and property
- Follow directions of faculty and staff

ENGAGED

- Be in class on time
- Participate and be attentive

PREPARED

- Have supplies and work ethic
- Use electronics only under school rules

SAFE

- Keep our school substance and violence free
- Follow school rules for safety

POSTERS

Signs and posters that students wish to display must first be approved by the principal. Posters displayed without permission will be removed and appropriate disciplinary action will follow.

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

The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of, personally identifiable information 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 personally identifiable information 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 personally identifiable information in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

If there exists a court order which directs that a parent not have access to a student or his records, the parent or guardian 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 designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, directory information about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such

information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems.

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

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

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

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

Cross References: COMMUNICABLE DISEASES AND PARASITES; DISTRICT WEBSITE;
 WEB SITE PRIVACY POLICY; PERMISSION TO DISPLAY PHOTO OF
 STUDENT ON WEB SITE

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

Date Adopted: June 6, 2002; Last Revised: June 19, 2023

PROHIBITED CONDUCT

Following is a list of typical offenses that result in disciplinary responses from school officials. However, some of the listings could involve criminal charges if they violate local, state, or federal law. The list may not be complete but it includes many of the more common offenses in secondary schools.

These offenses may result in penalties that consist of a minimum of verbal warning to a maximum of being expelled.

BEHAVIOR NOT COVERED – THE GLEN ROSE SCHOOL DISTRICT RESERVES THE RIGHT TO PUNISH BEHAVIOR WHICH IS NOT CONDUCTIVE TO GOOD ORDER AND DISCIPLINE IN THE SCHOOL EVEN THOUGH SUCH BEHAVIOR IS NOT SPECIFIED IN THE FOLLOWING WRITTEN WORDS.

ALCOHOL/DRUGS (ILLEGAL) - No student in the Glen Rose School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy or what the student represents or believes to be any substance as defined in the policy. This policy applies to any student who; is on or about school property; is in attendance at school or any school sponsored activity; has left the school campus for any reason and returns to the campus, is in route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants or any ingestible matter that alter a student’s ability to act think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, “designer drugs,” look-alike drugs, or any controlled substance.

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplements or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under **STUDENT MEDICATIONS** policy

Any student found guilty of using, possessing or being under the influence of drugs or liquor/alcoholic beverages will be recommended for expulsion for not less than the remainder of the semester. A second offense will be recommended for expulsion for one year. Any student in the possession of drug paraphernalia will be suspended for a period of five days. A second offense will result in a recommendation for expulsion.

Cross Reference: STUDENT MEDICATIONS

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

Last Revised: June 17, 2019

ASSAULT, THREATENED ASSAULT, AND ABUSE - Students are to keep their hands to themselves, and treat teachers and fellow students with respect and courtesy. Horseplay and physical teasing, as well as shoving, striking, fighting, or threatening others with physical injury, etc., constitute battery and/or assault, and are strictly forbidden. Profanity and rude and abusive language directed at others is considered abuse, and this is also strictly forbidden. Violation of this policy will result in disciplinary action, and may also constitute a criminal offense. By law, local law enforcement must be notified whenever a felony or an act of violence may have been committed on campus. This includes, but is not limited to, fighting, racial, ethnic, religious, or sexual slurs. Assault is the willful attempt or threat to inflict injury upon the person of another coupled with the apparent present ability to do so, or any display of force that would give the victim reason to fear bodily harm or assault, even if touching or striking does not occur. “Battery” is similar to assault, but requires unexcused physical touching or injury. “Abuse” means to wrong in speech, reproach coarsely, disparage, revile, or malign. Use of profanity or vulgar expressions directed at another person is considered abuse. “Threat” is defined as a communicated intent to inflict physical or

other harm on any person or on property. Invoking the geographic location of a previous act of violence, particularly school violence, in a threatening or menacing way, will be considered a threat. Act 1046 of 2001 considers a student making a death threat against another student or school employee to be a CLASS D FELONY if certain conditions are met.

The conditions include the following:

- The person communicates to any other person a threat to cause the death of a school employee or student;
- The threat involves the use of a firearm or other deadly weapon; a reasonable person would believe that the person making the threat intends to carry it out;
- The person making the threat takes action that would culminate in action that would carry the threat out;
- There is a time relationship between the threat and the action carrying it out.

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

- Cause a breach of the peace;
- Materially and substantially interfere with the operation of the school;
- 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.

The penalty for this violation against a district employee will be minimally suspension and a maximum penalty of permanent expulsion. The penalty for this violation against another student will be minimally detention hall with a maximum penalty of permanent expulsion.

BOMB THREATS - Any student who phones in a bomb threat will not only face disciplinary consequences from the school, but according to Act 567 of 2001 it will also be considered a CLASS D FELONY.

CHEATING - It is prohibited for any student to cheat by copying, or claiming another person's work to be his/her own. The disciplinary consequences may be a minimum of a loss of credit on the assignment to a maximum of suspension.

CURSING/PROFANE LANGUAGE - General cursing, profane language, and/or ethnic/racial slurs verbal, written, or signaled shall not be tolerated and may result in corporal punishment. Vulgar provocative language will be subject to a minimum of detention hall and a maximum of expulsion.

DISRUPTIONS - Any student who uses violence, force, noise, coercion, threat, intimidation, harassment, fear, passive resistance, profane or vulgar language, or any other conduct intentionally to cause disruptions shall be assigned to a minimum of detention hall and a maximum of expulsion. Disorderly activities by a 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.

DISTURBANCES - Any student who provokes or contributes to deliberate disturbances of school or school functions will be subject to a minimum of a suspension and a maximum of expulsion.

ENHANCED DRUG SALES - Act 612 of 1989 provides that sentences for sale of controlled substances within 1000 feet of the Glen Rose School Campus shall be enhanced by two (2) years and a fine of no less than \$1000.00.

EXTORTION/THREATS - Any student obtaining or providing money or property by violence or threat of violence, or by forcing someone to do something against his/her will by force or threat of force will be subject to a minimum of suspension and a maximum of expulsion.

FIRE ALARM- The activation of the school fire alarm by a student for any purpose other than its intended emergency purpose shall result in a minimum suspension of three (3) days and criminal charges filed for turning in a false fire alarm.

FIREWORKS - Fireworks are not to be brought to school or school functions. A student lighting, or throwing fireworks after being lit, shall be suspended for three (3) days. Possession of fireworks alone is grounds for disciplinary action.

FORGERY - Any student forging or making use of a forged parent/guardian note, a school employee note, or a doctor's note validating an illness will face a minimum of a verbal warning/parental notification with a maximum of a suspension.

GAMBLING - A student shall not participate in any activity which may be termed gambling or wagering where the stakes are money or any other object or objects of value. A student guilty of this offense shall face a minimum of detention hall and maximum of suspension.

HARASSMENT - Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability is not allowed. A student guilty of this infraction may face a minimum of a verbal warning to a maximum of expulsion.

HAZING - Hazing or aiding in the hazing of another student may result in the minimum of a verbal warning to a maximum of expulsion.

IMMORALITY - Students shall abstain from any indecent or immoral act, this shall also include possessing, viewing, distributing, or electronically transmitting sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form. A student guilty of such conduct will face a minimum punishment of suspension and a maximum punishment of expulsion.

INSUBORDINATION/DISRESPECT - Insubordinate behavior (refusing to follow the request of school authorities) and/or disrespect are behavioral actions detrimental to the educational process. Violations of this nature will result in a discipline response ranging from detention hall up to and including expulsion depending on the circumstances of this behavior and the student's previous behavioral record.

LASER POINTER - No student may possess a hand-held laser pointer or other similar device unless under the direct supervision of a parent, guardian, or teacher. Such devices when discovered by school officials will be immediately confiscated, and disciplinary action will be taken against the student. The student will face disciplinary actions of minimally a warning with a maximum of suspension.

Legal Reference: A.C.A. § 6-18-512; DESE Rules Governing Student Discipline and School Safety

MISUSE OF MEDICATIONS AND/OR SUPPLIES – Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession. Students face a minimum of a verbal warning to a maximum of expulsion.

PUBLIC DISPLAY OF AFFECTION - Students involved in public display of affection will be subject to a minimum of a warning with a maximum of suspension.

SCUFFLING - Arguing, bickering, horse playing, shoving, scuffling, etc. are dangerous and many times lead to fights. Offenders will be subject to a minimum of a warning and a maximum of suspension.

SOFT/DRINKS - Only unopened canned drinks may be brought to school. Violation of this policy will result in a minimum of a warning and a maximum of suspension.

SPECIAL EFFECT CONTACT LENSES - These lenses will not be allowed in school or at school activities. Students involved in this offense will be subject to a minimum of a warning and a maximum of suspension. Violations of this policy may result in suspension, expulsion, or other disciplinary action deemed appropriate by the district.

SUNGLASSES/TINTED GLASSES - Sunglasses and tinted glasses (dark glasses) are to be removed before entering the classroom building. If an ophthalmologist prescribes dark glasses for wearing indoors a written statement from the doctor is to be filed in the principal's office and the faculty shall be so notified. The student will be asked to remove the glasses and will be subject to a minimum of a warning with a maximum of suspension.

THEFT - Any student guilty of stealing public or private property shall make restitution for or replace the property. Any articles on campus that a student may consider to be lost should be left alone and reported to the nearest teacher. Students are not to have any item in their possession which they are not authorized to have. Students who are guilty of this offense will be faced with a minimum of making restitution and a maximum of expulsion.

TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS - No student may use or possess tobacco, tobacco products, or tobacco paraphernalia (ex. lighters, matches, etc.) on school property, on a school bus, at a designated bus stop or at a school-sponsored activity. Tobacco, tobacco products, or tobacco paraphernalia products discovered in the possession of students will be confiscated and destroyed by school officials. With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor. A student in violation of the tobacco policy in any form shall receive

- Saturday School for the first offense
- three (3) days in-school suspension for the second offense
- five (5) days in-school suspension for a third offense
- three (3) days out-of-school suspension for the fourth offense and expulsion for a subsequent offense.

Students who violate this policy may be subject to legal proceedings (citations issued) in addition to the above student disciplinary measures.

Legal Reference: A.C.A. § 6-21-609 Last Revised: June 19, 2023

TRESPASSING/VANDALISM – Trespassing on school property occurs when a person does not have any legitimate business on the campus or possesses authorization or invitation to enter or remain on the property. Trespass can also occur when a student enters the property while suspended or expelled from the school. Vandalism is willful damage to or destruction of property, whether public or private is a serious problem resulting in some school systems paying large sums of money to repair or replace property. Any student guilty of such

offenses may be suspended or expelled if the situation warrants. Students shall pay for damages. A student will be faced with a minimum of detention hall and a maximum of expulsion. Senior pranks will be included in the above policy and may result in not being allowed to participate in graduation ceremonies.

VEHICLE – Operating a vehicle on school grounds while using a wireless communication device.

WEAPONS AND DANGEROUS INSTRUMENTS

Definitions

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

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

“Weapon” means any:

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

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

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

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

Except as permitted in this policy, students found to be in possession on the school campus of a firearm or other weapon shall be recommended for expulsion for a period of one (1) year. The Superintendent shall have the discretion, however, to modify such expulsion recommendation for a student on a case-by-case basis. Parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis 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, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents, legal guardians, persons

having lawful control of the student, or persons standing in loco parentis 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, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

Cross Reference: EXPULSION

Legal Reference: A.C.A. § 5-4-201; A.C.A. § 5-4-401; A.C.A. § 5-27-210;
A.C.A. § 5-73-119(b)(e)(8)(9)(10); A.C.A. § 5-73-133; A.C.A. § 6-18-502;
A.C.A. § 6-18-507; A.C.A. § 6-21-608; 20 U.S.C. § 7961; DESE Rules
Governing Student Discipline and School Safety

Date Adopted: June 6, 2002; Last Revised June 17, 2019

REASONABLE FORCE

The Glen Rose Public School Board hereby authorizes the use of reasonable force by any district employee in the exercise of his/her lawful authority to restrain a refractory pupil, to protect a pupil from harm or to maintain order in any school building, any school property or at any school sponsored event. A report shall be filed as soon as practical following any incident in which force is used as authorized in this section by the employee using such force. The report shall include a statement of reasons for the employee's action, the names of pupils involved and the names of any witnesses and the signature of the employee.

REMEDIATION

In accordance with Act 35 any student K-12 identified as needing an Academic Improvement Plan must receive remediation by the school. The Academic Improvement Plan means a plan detailing supplemental or intervention and remedial instruction, or both, in deficient academic areas for any student who is not proficient on a portion or portions of the state mandated Arkansas Comprehensive Assessment Program.

Each student and his/her parent shall know their role and responsibilities to participate in the plan; this shall include a signed AIP form by the parent/guardian. By law students grades K-12 identified for an Academic Improvement Plan who do not participate in the program shall be retained or lose credit.

RESIDENT REQUIREMENTS

Definitions

“In loco parentis” 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, person having lawful control of the student, or persons standing in loco parentis reside. A student may use such a residential address of a parent, legal guardian, person having lawful control of the student, or person standing in locos parentis only if he/she resides at the same residential address and if the guardianship or other legal authority is not granted solely for educational needs or school attendance purposes.

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

Any person eighteen (18) years 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 person must actually reside in the District for a primary purpose other than that of school attendance; however, a student previously enrolled in the district whose parents move the student into another district or who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools.

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

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

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

Cross References: HOMELESS STUDENTS; 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: June 6, 2002; Last Revised: June 19, 2023

SATURDAY SCHOOL

Students in Grades 5-12 may be assigned to Saturday School for various discipline problems and for students who are behind in completing classwork. Students will be notified and given a copy of Saturday school expectations and procedures. An attempt to notify parents will be made when a student has been assigned Saturday School. The school will not provide transportation, so it is the parent's responsibility to provide transportation for Saturday School. Failure of a student to attend an assigned Saturday School without prior approval of the principal or designee may result in a two (2) day suspension. In addition, students must be ON TIME for Saturday School. Saturday School starts at 8:00 a.m. sharp (Glen Rose School District Time)! Students who arrive late will not be admitted to Saturday School and may result in a two (2) day suspension. Saturday School ends at 12:00 p.m. Students must bring assignments to work with them. Students must follow all directions and rules. Failure to do so will result in asking the student to leave. Once a student is asked to leave Saturday School, he/she will receive a two (2) day suspension.

Last Revised: July 19, 2021

SCHOOL CHOICE

Standard School Choice

Exemption

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

Definition

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

Transfers into the District

Capacity Determination and Public Pronouncement

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

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice

program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to this District and the student's resident district. Except for students who are transferring under Uniformed Service Member Dependent School Choice, the transfer application must be postmarked, emailed, or hand delivered between January 1 and May 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 are transferring under Uniformed Service Member Dependent School Choice, 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.

Except for students who are transferring under Uniformed Service Member Dependent School Choice, no earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By July 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

Accepted Applications

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

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

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

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

Rejected Applications

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

proceedings other than a current expulsion.

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

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.

Transfers Out of the District

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

Facilities Distress School Choice Applications

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

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

Opportunity School Choice

Transfers Into or Within the District

For the purposes of this section of the policy, a "lack of capacity"¹⁰ 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 of Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District⁹ or from the student's resident district into the District if:

- Either:
 - The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
 - The student's assigned school has a rating of "F"; and
- Except for students who are transferring under Uniformed Service Member Dependents School Choice, 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.

Except for students who are transferring under Uniformed Service Members Dependent School Choice or seeking to transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, and the student's resident district whether the Opportunity School Choice application has been accepted or rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School

Choice application has been accepted or rejected within fifteen (15) days from receipt of the student's application. The notification shall be sent via First-Class Mail to the address on the application.

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection. Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

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

Transfers out of, or within, the District

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

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

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

Uniformed Service Member Dependent School Choice

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

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

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

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

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

A student's parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student shall submit a school choice application by mail, e-mail, or in person to the student's nonresident district and resident district. The application shall be accompanied by:

- a. A copy of the identification card of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis that qualifies the student under this section; and
- b. A copy of the official orders, assignment notification, or notice of mobilization of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

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

The superintendent of the nonresident district shall notify the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the student in writing whether the student's application has been accepted or rejected within fifteen (15) days of the nonresident district's receipt of the application. A student's transfer under the Uniformed Services Member Dependent School Choice is effective immediately upon the nonresident district's written notification of an acceptance.

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

The parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to a student shall be responsible for transportation of the student.

Unsafe School Choice Program

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

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

Date Adopted: April 20, 2015; Last Revised: June 19, 2023

SCHOOL MEAL MODIFICATIONS

The district only provides modified meal components on menus to accommodate students with a disability as defined in USDA regulations. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition a medical statement completed by a State Licensed healthcare professional, which includes:

Physicians, including those licensed by:

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

The medical statement should include:

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

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

When choosing an appropriate approach to accommodate a student’s disability, the District will consider the expense and efficiency of the requested accommodations. The District will offer a reasonable modification that effectively accommodates the child’s disability and provides equal opportunity to participate in or benefit from the program, which may include a generic version of a product.. Parents may file a grievance regarding the request for accommodations with the School’s 504 Coordinator, who will schedule a hearing on the grievance to be held as soon as possible. The 504 coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.

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

Legal References: Commissioner’s Memo FIN-09-044; Commissioner’s Memo FIN-15-122;
Commissioner’s Memo CNU-051; 7 CFR 210.10(g)

Date Adopted: June 23, 2009; Last Revised: June 9, 2022

SCHOOL PICTURES

All students may have their pictures taken at the beginning of school for the yearbook. “SCHOOL DAY” packets must be paid for in advance, and defective pictures will be retaken later.

SCHOOL PROPERTY

In the assignment of school property (lockers, desks, etc.) to a student, the school retains ownership of such property and the right to inspect or reclaim. Searches of school property may be conducted at any time if the situation so warrants.

SEARCH, SEIZURE AND INTERROGATIONS

The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the District in order to promote an environment conducive to student learning. The Superintendent, principals, and their designees have the right to inspect and search school property and equipment. They may also search students and their personal property in which the student has a reasonable expectation of privacy, when there is reasonable

and individualized suspicion to believe such student or property contains illegal items or other items in violation of Board policy or dangerous to the school community. 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 gender shall conduct personal searches with an adult witness 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 presented 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 have in 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. 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 Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.

Legal References: A.C.A. § 6-18-513; A.C.A. § 9-13-104; A.C.A. § 612-18-609. 610, 613;
A.C.A. § 12-18-1001, 1005

Date Adopted: June 6, 2020; Last Revised: February 17, 2015

SEXUAL HARASSMENT

The Glen Rose 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 grievance procedures for complaints 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 redress that is available to the victim of sexual harassment; and the potential discipline for perpetrating sexual harassment.

“Sexual harassment” means conduct that is:

1. Of a sexual nature, including, but not limited to:
 - a. Sexual advances;
 - b. Requests for sexual favors;
 - c. Sexual violence; or
 - d. Other personally offensive verbal, visual, or physical conduct of a sexual nature;
2. Unwelcome; and
3. denies or limits a student's ability to participate in or benefit from any of the District's educational programs or activities through any or all of the following methods:
 - a. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
 - b. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or
 - c. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creates an intimidating, hostile, or offensive academic environment.

The terms “intimidating,” “hostile,” and “offensive” include conduct of a sexual nature that has the effect of humiliation or embarrassment and is sufficiently severe, persistent, or pervasive that it limits the student's ability to participate in, or benefit from, an educational program or activity.

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

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

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;

- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students or employees as to sexual activity or performance;
- Circulating or showing emails or Web sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the individual self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will provide assistance on the complaint process. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment. 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 to the extent necessary to complete a thorough investigation; the extent necessary to submit a report to the child maltreatment hotline; the Professional Licensure Standards Board for complaints alleging sexual harassment by an employee towards a student; or the extent necessary to provide the individual accused in the complaint due process during the investigation and disciplinary processes. Individuals who file a complaint have the right to request that the individual accused of sexual harassment not be informed of the name of the accuser; however, individuals should be aware that making such a request may substantially limit the District's ability to investigate the complaint and may make it impossible for the District to discipline the accused.

Students, or the parents/legal guardians/ other responsible adult of a student, who file a complaint of sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats, intimidation, coercion, or discrimination. 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.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who filed the complaint:

- The final determination of the investigation;
- Remedies the District will make available to the student; and
- The sanctions, if any, imposed on the alleged harasser relevant to the student.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who was accused of sexual harassment in the complaint:

- The final determination of the investigation; and
- The sanctions, if any, the District intends to impose on the student.

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following an investigation, any student who is found by the evidence to more likely than not have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion.

Students who knowingly fabricate allegations of sexual harassment shall be subject to disciplinary action up to and including expulsion.

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

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.
34 CFR part 106 A.C.A. § 6-15-1005 (b) (1)

Date Adopted: April 17, 2018 Last Revised: June 9, 2022

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 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, both a *Smart Core Informed Consent Form* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh (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 form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent 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, legal guardians, persons having lawful control of the student, or persons standing in loco parentis prior to the time they are required to sign the consent forms.

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

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

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

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

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and

graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transition ACT of 2021 for all students who meet the definition of “eligible child” in the ENTRANCE REQUIREMENTS policy including waiving of specific course that are required for graduation of similar course work 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, the district requires an additional one (1) units to graduate for a total of twenty-three (23) units. The additional required unit that is required will be Survey of Business. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

All students shall cover the Personal and Family Finance Standards by receiving credit 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.)

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

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

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

- DESE approved biology – 1 credit;
- DESE approved physical science – 1 credit; and
- 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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

- a. DESE approved biology – 1 credit;
- b. DESE approved physical science – 1 credit; and

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

Social Studies: three (3) units

- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

Cross References: STUDENT PROMOTION AND RETENTION; DIGITAL LEARNING COURSES;
COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES;
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 the Digital Learning Act of 2013;
Smart Core Information Sheet; Smart Core Waiver;
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; A.C.A. § 6-15-2906;
A.C.A. § 6-15-2911;

Date Adopted: June 17, 2019 Last Revised: June 19, 2023

**SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS
FOR THE CLASS OF 2026**

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*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. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

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

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

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional one (1) units to

graduate for a total of twenty-three (23) units. The additional required unit that is required will be Survey of Business. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

Computer Science

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

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

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

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 (½) unit

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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

Cross References: STUDENT PROMOTION AND RETENTION
 PLANNING FOR EDUCATIONAL IMPROVEMENT
 DIGITAL LEARNING COURSES
 COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
 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. § 6-28-115;
 A.C.A. § 6-15-2906; A.C.A. § 6-15-2911

Date Adopted: July 19, 2021 Last Revised: June 19, 2023

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER

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

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

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development 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 shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means: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; 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. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

Computer Science

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

Community Service

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

The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. Except as provided by this policy, a student must receive at least the following documented clock hours of community service each year:

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

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

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

SMART CORE: Sixteen (16) units

English: four (4) units – 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 ($\frac{1}{2}$) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half ($\frac{1}{2}$) Unit

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

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

CORE: Sixteen (16) units

English: four (4) units – 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 ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁷

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

CAREER FOCUS: - Six (6) units

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

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

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. § 6-15-2906; A.C.A. § 2911; A.C.A. § 6-16-122; A.C.A. § 6-16-143 A.C.A. § 6-16-149; A.C.A. § 6-16-150; A.C.A. § 6-16-152; A.C.A. § 6-16-1901 et seq.; A.C.A. § 6-28-115

Date Adopted: June 19, 2023 Last Revised:

SOLICITATION

No items will be sold on the school campus or school bus without permission from the principal.
Last Revised: June 20, 2011

SPECIAL EDUCATION

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

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services.

Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

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

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

Cross Reference: COMPLAINTS

Legal References: 34 C.F.R. part 300;4; 20 U.S.C. §1400 et seq.;29 U.S.C. § 794, 42 U.S.C. § 12101 et seq; A.C.A. § 6-41-102; A.C.A. § 6-41-103; A.C.A. § 6-41-201 et seq.

Last Adopted: June 19, 2017; Last Revised: March 9, 2020

STUDENT ACCELERATION

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

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator. The district/school Gifted and Talented Program Coordinator shall convene the Acceleration Placement Committee and communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision, shall include the student's parents or guardians.

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

The District's Gifted and Talented Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.

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

Legal Reference: DESE Gifted and Talented Rules

Date adopted: April 15, 2013; Last Revised: March 9, 2020

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

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

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

Cross Reference: 3.6 – LICENSED PERSONNEL EMPLOYEE TRAINING

Legal Reference: A.C.A. § 6-18-2401 et seq.

Date Adopted: July 19, 2021

Last Revised:

STUDENT HANDBOOK

It shall be the policy of the Glen Rose School District that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of the district. The student handbook will be posted to the Glen Rose School District website and a printed copy will be available upon request. 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 which will be posted to the Glen Rose School website.

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

Last Revised: March 9, 2020

STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

The Superintendent and the student media advisors(s)¹ shall jointly develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), place(s), and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

Definitions

“School-sponsored media” means all student media that are:

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

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

“Student media” means any means of communication that are:²

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

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

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

Student Publications

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

1. Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorse such things as tobacco, alcohol, or drugs.
2. Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator, to be ungrammatical; poorly written; inadequately researched; biased or prejudiced; vulgar or profane; or unsuitable for immature audiences.
3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; conduct that is otherwise inconsistent with the shared

values of a civilized social order, or to associate the school with any position other than neutrality on matters of political controversy.

4. Prohibited media includes those that:
 - a. Are obscene as to minors;
 - b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard of the truth;
 - c. Constitute an unwarranted invasion of privacy as defined by state law,
 - d. Suggest or urge the commission of unlawful acts on the school premises;
 - e. Suggest or urge the violation of lawful school regulations;
 - f. Attacks ethnic, religious, or racial groups; or
 - g. Harass, threaten or intimidate a student.

Student Media on School Web Pages

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

1. Not contain any non-educational advertisements.
2. Adhere to the restrictions regarding use of Directory Information as prescribed in the Privacy of Students' Records/Directory Information, including not using a student's photograph when associated the student's name unless written permission has been received from the student's parent or student if over the age of 18.
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.
- 4.

Student Distribution of Non-school Literature, Publications, and Materials

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

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

The regulations shall:

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

Cross References: POLICY FORMULATION; PRIVACY OF STUDENTS' RECORDS/DIRECTORY INFORMATION; BULLYING

Legal References: A.C.A. § 6-18-514; A.C.A. § 6-18-1201 et seq.;

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: June 18, 2007; Last Revised: March 9, 2020

STUDENT NAME, TITLE, OR PRONOUN

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

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

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

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

Legal Reference: A.C.A. § 6-1-108

Date Adopted: June 19, 2023

STUDENT ORGANIZATION/EQUAL ACCESS

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

1. The meeting is to be voluntary and student initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. The meeting must occur during non-instructional time;
4. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.
- 7.

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

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. § 6-10-130; A.C.A. § 6-18-601 et seq.;
A.C.A. § 6-21-201 et. seq.; 20 U.S.C. § 5071 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.

Last Revised: June 19, 2017

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, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

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

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

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.

High School: Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. Courses that are mandated for graduation that are failed must be made up.

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

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

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

Each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and

individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

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

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

1. The student's specific, diagnosed reading skill needs, including without limitation:
 - Phonemic awareness;
 - Phonics decoding;
 - Text reading fluency;
 - Vocabulary-building strategies; and
 - Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;
3. How the student's progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student may receive;
5. The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

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

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

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

- a. Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
- b. Assign the student to:
 - If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
 - If the District is unable to identify a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher:
 - With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or

- Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
- c. Provide parents, legal guardians, or persons standing in loco parentis to students with a “read-at-home” plan to support student early literacy growth, which shall include evidence-based science of reading strategies and tools that are aligned to a student’s individual reading plan for parents, legal guardians, or persons standing in loco parentis to use with their student;
- d. Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student’s eligibility for a literacy tutoring grant;
- e. Be given priority to receive a literacy tutoring grant; and
- f. Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned to the science of reading.

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

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

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

By the end of grade eight (8), the student’s SSP shall:⁴

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

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

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

A student’s SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student’s selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student’s SSP annually and to revise the student’s SSP as necessary to identify the courses to be taken each year until all required core courses are completed. Part of the review shall include an explanation of the possible impacts the revisions to the plan might have on the student's graduation

requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student's diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below² who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.²

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

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

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

Date Adopted: May 21, 2014; Last Revised: June 19, 2023

STUDENT RELIGIOUS EXPRESSION

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

Student Assignments

Student assignments include, but are not limited to:

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

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

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

Student Presenters

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

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

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

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

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

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

Information on how to participate in a student forum shall be provided to all students by student email or school website.

In addition to the salutatorian and valedictorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District's graduation ceremony: class president and the top three students of the class based on GPA.

Legal References: A.C.A. § 6-10-138; A.C.A. § 6-18-101; A.C.A. § 6-18-1201 et seq
Date Adopted: June 19, 2023

STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

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

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

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

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

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

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

Legal Reference: A.C.A. § 6-21-120
Date Adopted: June 19, 2023

STUDENT VEHICLES

GRHS makes every effort to work with those students who need to work and who need to drive their vehicles to school. A student who has presented a valid driver's license and proof of insurance to the appropriate office personnel, may apply to drive his/her vehicle to school. GRHS will issue a parking permit with a hanging mirror car tag for use in vehicles for \$10. In the event it is lost, a student will need to purchase a replacement at the same price. On arrival at school all driving students will park their vehicle in the high school parking lot. The student will exit the vehicle and the parking lot until such time that he or she is ready to leave school. Students are not permitted to loiter in parking areas and are not to return to their vehicles for any reason unless he/she is given permission to do so by school personnel. Parking on school property is a privilege which may be denied or suspended to a student for any disciplinary violation, at the discretion of the student's building principal. No refunds will be issued if a student loses their driving privileges.

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.

Students shall park in front of the high school building in designated student parking only. Students must provide vehicle registration, drivers license and insurance information to the office for their vehicle and fill out a student vehicle form. High school administration retains the right to revoke privileges immediately if a student fails to follow school vehicle policy.

A STUDENT HAVING A WORK PERMIT MUST LEAVE THE CAMPUS FIVE (5) MINUTES AFTER HIS/HER LAST CLASS FOR THE DAY. ANY USE OF AN AUTOMOBILE IN THE VICINITY OF THE SCHOOL WHICH CREATES A HAZARDOUS SITUATION IS PROHIBITED.

Students who fail to follow the above rules can and will have their vehicles towed at the owner's expense. 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.

Students who owe fees (dues, activity charges, lunch charges, monies, etc.) may be ineligible for exemptions and be limited in extracurricular involvement.

NOTE: High school administration retains the right to revoke privileges immediately if a student fails to follow school vehicle policy.

Last Revised: July 15, 2013

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.

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.

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

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

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

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

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 of 2004;
 - 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: RESIDENCE REQUIREMENTS, ENTRANCE REQUIREMENTS, SCHOOL CHOICE; ABSENCES

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

Date Adopted: June 20, 2011; Last Revised: March 9, 2020

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. Only official school days will be counted toward suspension. Students are responsible for their conduct that occurs:

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

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

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

Out-of-school suspension (OSS) shall not be used to discipline a student in kindergarten through fifth (5th)

grade unless the student's behavior:

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

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

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

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

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

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

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

- A primary call number;
 - The contact may be by voice, 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, legal guardian, person with lawful control of the student, or person standing in loco parentis.

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

During the period of their suspensions, students serving out-of-school suspensions shall not be permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program. The student may return to activities when he/she returns to his/her regular classroom schedule.

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 References: ABSENCES

Legal References: A.C.A. § 6-18-507; *Goss v Lopez*, 419 U.S. 565 (1975); DESE Rules Governing Student Discipline and School Safety

Date Adopted: June 18, 2007; Last Revised: June 19, 2017

TARDIES

Habitual tardiness and the attendant distraction of classes will not be tolerated. A student not in their assigned classroom when the tardy bell BEGINS to ring is considered tardy. Students arriving at school late due to car trouble, etc., will receive an unexcused tardy. Each additional unexcused tardy beyond two (2) will result in disciplinary action as follows:

- 1st unexcused tardy - no penalty
- 2nd unexcused tardy - verbal warning
- 3rd unexcused tardy - 1 day morning detention hall.
- 4th unexcused tardy - 2 days morning detention hall.
- 5th unexcused tardy – ½ day Saturday School
- 6th unexcused tardy – Full day Saturday School

Additional tardies may result in a minimum of Saturday School to a maximum of in-school suspensions. Tardies start over at the beginning of the semester.

Tardies may be excused by an administrator or a teacher who had detained the student beyond a time that would reasonably allow the student to reach the next period class prior to the ringing of the tardy bell.

TEACHER INFORMATION REQUEST

As a parent or guardian of a student in the Glen Rose District you have the right to know the professional qualifications of your child's teacher. Federal law allows you to ask for certain information about your child's teacher and requires the district to provide you with this information in a timely manner. Specifically, you can ask for the following information about your child's teacher:

Whether the Division of Elementary and Secondary Education (DESE) has licensed or qualified the teacher for the grades or subject that he/she teaches.

- Whether the ADE has decided that the teacher can teach under an Arkansas Provisional License due to holding a teaching license from another state.
- The teacher's college major
- Whether the teacher has an advanced degree and if so, the subject area.
- Whether there are teaching assistants or similar paraprofessionals providing services to your child and if there are, what their qualifications are.

If you would like to receive any information, send a letter to the High School principal and a parent request form will be sent. After this form is returned, a response will be mailed in a timely manner.

TELEPHONE USAGE

Students may use the phone in the school office for calls of an emergency nature during class time. Social and non-emergency calls will not be allowed during class time.

TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEM, AND RELATED PRODUCTS

Tobacco Products

The health hazards of tobacco use have been well established. This policy stated is established to (1) reflect and emphasize the hazards of tobacco use; (2) be in compliance with state and federal laws; (3) protect the health and safety of all students, employees and the general public; and (4) set an example of non-tobacco use by adults.

Overview

Tobacco is the number one killer and the leading cause of preventable death in Arkansas. To support and model a healthy lifestyle for our students, the school board of Glen Rose establishes the following tobacco-free policy. The Glen Rose School District and all of its school properties shall be tobacco-free 24 hours a day, 365 days per year. This includes all days when school is not in session and all functions taking place on school grounds such as athletic functions and other activities not associated with, or sponsored by, the school.

Possession and Use

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to cigarettes, cigars, chewing tobacco, and snuff) in or on any property owned or leased by a District school, including school buses, is prohibited. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary actions. The use of tobacco products by all school employees on district property or in district vehicles and at school-sponsored functions is prohibited at all times.

The use of tobacco products by all visitors to the school district property is prohibited. This includes non-school hours and all events sponsored by the school or others.

Advertising of tobacco products is prohibited in school buildings, on school property, at school functions and in all school publications. This includes clothing that advertises tobacco products.

Prevention Education

Tobacco prevention education will be incorporated into the district's 9-12 comprehensive health curriculum so that students will be aware of the health and social consequences of use/nonuse of tobacco products. Teachers whose instructional assignments include tobacco use prevention education will be trained in order that students will be afforded the most effective delivery of the district's classroom-based tobacco prevention education.

Communicating to Students, Staff, and Public

This policy will be printed in the employee and the student handbooks. It will be posted in highly visible places in all schools of the district. Signs will be posted at all entrances of school buildings, school properties and athletic facilities. Parents and guardians shall be sent notification in writing, and the local media will be asked to communicate this tobacco-free policy community-wide.

Enforcement and Cessation

A. High School/Middle School Students (Grades 5-12)

First offense:

Will result in any or all of the following: confiscate tobacco products, notify parents, notify police, meeting and assessment with substance abuse educator or designated staff, participation in tobacco education program and/or Saturday detention. Offer student resources for available cessation programs.

Second offense:

Will result in any or all of the following: confiscate tobacco products, notify parents, parental conference, notify police, meeting and assessment with substance abuse educator or designated staff, mandatory Tobacco Education Program and 3 day in-school suspension. Offer student resources for available cessation programs.

Third offense:

Will result in any or all of the following: confiscate tobacco products, notify parents, notify police, turn tobacco product over to police, parental conference, meeting with substance abuse educator or designated staff, five day in-school suspension, and/or offer student resources for available cessation programs.

Fourth offense:

Will result in any or all of the following: confiscate tobacco products, notify parents, notify police, turn tobacco product over to police, parental conference, meeting with substance abuse educator or designated staff, three day out-of-school suspension, Offer student resource for available cessation programs.

Subsequent offense:

Recommendation for expulsion

B. Visitors

Visitors to the district facilities must comply with regulations. Smoking or use of tobacco products by visitors are prohibited. This includes non-school hours and all functions of the school, athletic or otherwise. This also includes other organizations using school property.

Anyone found smoking or using tobacco products will be asked by the appropriate school official to refrain from smoking or tobacco use while on district property. The visitors will be informed of the school's tobacco-free policy. If the visitor does not comply he/she will be asked to leave. If the person refuses to leave, the police may be called.

Definitions

For purposes of this policy, "tobacco" is defined to include any lit or unlit cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product and spit tobacco, also known as smokeless tobacco, dip, chew, snuff, in any form, and e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

For purposes of this policy "tobacco use" includes smoking, which means carrying or having in one's possession a lighted cigarette, cigar, pipe or other object giving off or containing any substance giving off smoke, and chewing spit tobacco, also known as smokeless tobacco, dip, chew, and snuff, in any form.

With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco nicotine delivery system or product. The term "use" means the chewing, lighting and smoking of any tobacco product.

Legal References: A.C.A. § 6-21-609

Date Adopted: June 6, 2002; Revised: March 9, 2020

TRANSFERS

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

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

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

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

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

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

The board of education will allow out of district transfers to districts that reciprocate in allowing student transfers, provided the family presents a legitimate hardship or extenuating circumstance. Transfers will only be allowed to the extent that a balance between the two districts of not more than 1.5 student transfers out of district to 1 transfer into district is maintained. Example (a maximum of 6 transfers out of district would be allowed with 4 transfers into the district or 12 transfers out of district for every 8 transfers into district).

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

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

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.

Prior to the hearing, the Superintendent will obtain a full report from the former district concerning expulsion. At the hearing, the Board will review the report from the former district, and have an opportunity to question the student and his or her parents concerning the alleged conduct. The Board may rule that the student may not enroll until the student's expulsion from his or her former district 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 student's parents. The District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

Cross Reference: 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 Adopted: June 6, 2002; Last Revised: June 19, 2023

TRANSPORTATION (SCHOOL SPONSORED TRIPS)

When students are required to ride school provided transportation to a school sponsored event, the students will be required to return on the same transportation except under the following circumstances:

1. The student became ill or injured requiring medical care beyond that available at the activity site.
2. With approval of the activity sponsor, the parent or legal guardian of the student signs the student out with the activity sponsor or designee and provides transportation for the student back home.

TRUANCY

Truancy is defined as one or more of the following:

1. An absence from class or school without previous knowledge of a parent or school official.
2. Being on campus and not being in the assigned class.
3. Leaving school without following the sign-out procedure in the office.

Students guilty of truancy shall receive the following disciplinary consequences:

A minimum of verbal warning/parent notification and a maximum of an in-school suspension.

NOTE: ABSENCES DEFINED AS TRUANCIES SHALL BE UNEXCUSED.

VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

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

based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of privacy is reasonable and customary.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles.

Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies authorized in this policy.

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provision of this policy's following paragraph, the district's video recordings may be erased any time greater than 21 days after they were created.

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

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

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

Date Adopted: June 18, 2007; Last Revised: June 20, 2011

VISITORS

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

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance.

Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge.

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

The 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 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.

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

Visitors to the campus must gain approval 24 hours prior to the visit, unless approved by the administration.

Note: Lunch visitors are not allowed to bring outside food to the campus.

Legal References: A.C.A. § 6-21-606; A.C.A. § 6-21-607

Date Adopted: June 6, 2002; Date Last Revised: June 20, 2011

WEATHER INFORMATION

In case of inclement weather (snow, freezing rain, floods, etc.) please watch the following television stations for closings, delayed openings, or early dismissal of school:

1. KARK Channel 4
2. KATV Channel 7
3. KTHV Channel 11
4. FOX 16 Channel 16

IF CIRCUMSTANCES ALLOW, PARENTS AND/OR GUARDIANS WILL BE NOTIFIED THROUGH THE AUTOMATED CALLING OR TEXTING PROGRAM.