GREEN FOREST SCHOOLS
STUDENT/PARENT HANDBOOK

www.gf.k12.ar.us

GREEN FOREST ELEMENTARY
PO Box 1950, 601 School Drive
Green Forest, AR 72638
Phone 870-438-5205 Fax 870-438-4380

GREEN FOREST MIDDLE SCHOOL
PO Box 1950, 701 School Drive
Green Forest, AR 72638
Phone 870-438-5242 Fax 870-438-6343

GREEN FOREST INTERMEDIATE
PO Box 1950, 401 Tulip Court
Green Forest, AR 72638
Phone 870-438-5129 Fax 870-438-5017

GREEN FOREST HIGH SCHOOL
PO Box 1950, 800 Tommy Ratzlaff Avenue
Green Forest, AR 72638
Phone 870-438-5203 Fax 870-438-4588

2026-2027

Green Forest Schools

I have received the **Green Forest Schools Handbook,** which includes policies for student conduct, discipline, student electronic device and Internet use, Smart Core Curriculum, and a summary of the parental involvement plan. Although I may not personally agree with all the regulations herein, it is understood that **the student must adhere to them while at school or in attendance at school-sponsored activities**.

In accordance with Green Forest Board of Education Policies 4.18 – PROHIBITED CONDUCT, 4.24 – DRUGS AND ALCOHOL, and 4.35 – STUDENT MEDICATIONS, **students are <u>not allowed</u> to be in possession of any medications, including over-the-counter medications, while at school**. Student medications must be in the possession of the school nurse. Written parental consent for any student under the age of eighteen (18) is required for all medications, whether prescription or over-the-counter, prior to the administration of medication by the school nurse.

_____ _____

Parent/Guardian Signature **Parent/Guardian Name (Print)**

_____ _____

Student Signature **Student Name (Print)**

_____ _____

Date **Homeroom Teacher (if applicable)**

Return this page to your child's teacher

State Law (80-1629.6-80-1629.88) requires documentation of student and parent receipt of student discipline policies.

ASBA Student Policies and Legal References can be found at gf.k12.ar.us/section-4-students
ASBA Curriculum Polices and Legal References can be found at gf.k12.ar.us/section-5-curriculum

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Dear Parent or Guardian:

Our school, Green Forest, receives federal funds for Title I, Part A programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualifications of the classroom staff working with your child. Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s):

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate's degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

To request this information please contact your child's school by phone at 870-438-5201.

Should you have any other questions regarding your child's education, please do not hesitate to contact us.

Sincerely,

David Gilmore
Superintendent
Green Forest School District

SCHOOL BOARD
Jeff Boggs, President
Katrina Newberry, Vice President
Kayleen Powell, Secretary
Kenny Bonham
Rodney Hayhurst
Alechia Meador
Nicki Hill

ADMINISTRATION MESSAGE AND INTRODUCTION

Welcome to Green Forest Schools! The purpose of this handbook is to provide you with a resource of essential information regarding student expectations and board policies.

We are committed to putting our kids first and making a positive difference in the lives of our students. We will accomplish this by setting high academic expectations for all students and providing supportive systems to assure they are met.

Communication is the key to a successful educational experience. Through partnership between the staff, students, parents and community we will continue to improve the quality of education in our school. If you should have questions or suggestions, please contact us. We look forward to working with you and your student as we focus on an academically successful school year!

David Gilmore	**Adam Wade**	**Cody Curtis**	**Danette Chaney**	**Heather Ogden**
Superintendent	High School Principal (9-12)	Middle School Principal (6-8)	Intermediate Principal (4-5)	Elementary Principal (K-3)

NOTE: This handbook is an outline of expectations and school procedures. It is impossible to write every rule and possibility. Students and parents should be aware that decisions on issues not addressed in this handbook will be made as necessary. If you have questions concerning some particular phase of the school that you do not find the answer to in this handbook, please consult your teacher, counselor, or principal. Additional information regarding policies referenced in this Student Handbook may be accessed on the district website at **www.gf.k12.ar.us** and clicking on the **District/State Required Info** tab, selecting **Board of Education** and **School Board Policies**.

IMPORTANT PHONE NUMBERS

Elementary Office	870-438-5205
Elementary Fax	870-438-4380
Intermediate 4-5 Office	870-438-5129
Intermediate 4-5 Fax	870-438-5017
Middle School 6-8 Office	870-438-5242
Middle School 6-8 Fax	870-438-6343
High School Office	870-438-5203
High School Fax	870-438-4588
GFHS Counselor Fax	870-438-6703
Central Office	870-438-5201
Transportation Office	870-438-5947
Special Education Office	870-438-5645
Special Education Fax	870-430-4799

STUDENT CRISIS/SUPPORT SERVICES

Crisis Text Line: Text HOME to 741741
Suicide/Crisis Lifeline: call 988 available 24/7
Arkansas Child Abuse Hotline: 800-482-5964
Substance Abuse and Mental Health Services 800-662-4357
National Domestic Violence Hotline 800-799-7233 (SAFE)
Runaway Hotline: 800-786-2929 (RUNAWAY)

Beth'el Food Pantry	**Green Forest Community Food Pantry**
1305 East Main St	United Methodist Church
Wednesday	Thursday 10:00am-Noon
1:00-3:00pm	2nd and 4th Tuesday 5:00-6:30pm

SCHOOL CLOSINGS/IMPORTANT DATES TO REMEMBER

October 9	End of 1st Quarter
October 15	Parent/Teacher Conferences, Grades K-12
October 16	Student Holiday
November 24-27	Thanksgiving Break - No School
December 18	End of 2nd Quarter
December 22 - January 5	Christmas Holiday - No School
January 6	Classes Resume
February 18	Parent/Teacher Conferences, Grades K-12
February 19	Student Holiday
March 12	End of 3rd Quarter
March 23-26	Spring Break - No School
May 19	End of 4th Quarter (Includes 4 Inclement Weather Days – May 19 if no days used)

5.21 ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS COURSES

Definition

"Accelerated learning" means an organized method of learning that enables a student to meet individual academic goals and graduation requirements while pursuing higher levels of skill development, including without limitation the following coursework:

1. A College Board Pre-Advanced Placement and Advanced Placement (AP) course;
2. An International Baccalaureate (IB) Diploma Program course;
3. A Cambridge Advanced International Certificate of Education course;
4. A concurrent credit course; and
5. A substantively similar course or program approved by the Division of Elementary and Secondary Education (DESE).

Students in grades 7-12 who take accelerated learning courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) or the Division of Career and Technical Education (DCTE)shall be graded according to the following schedule.

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

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

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

For a student to be eligible to receive weighted credit for an AP, or IB course:
The student's course must have been taught by an Arkansas licensed teacher who has received the appropriate training required by the appropriate accrediting organization; and
The student takes the applicable AP or 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 the student receives in the course as if it were a non-AP course.

DESE shall approve additional courses, including other accelerated learning courses, for weighted credit if the course:

a. Exceeds the curriculum standards for a non-weighted credit class;
b. Meets or exceeds the standards of a comparable accelerated learning course; or
c. Is identified by DESE as an honors class.

For career and technical education courses taken after July 1, 2023, career and technical courses that are eligible for weighted credit are those career and technical education courses that

- Exceed the curriculum standards for a non-weighted class; and
- Lead to an approved industry-recognized certification or concurrent credit

A student shall receive weighted credit for each approved career and technical education course upon the student:

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

Students who transfer into the district will be given weighted credit for the
and other courses approved by the DESE and DCTE for weighted credit at his/her previous school(s) according to the preceding scale.

AFTER SCHOOL DISCIPLINE PROGRAM

This program is for students that have accumulated excessive days of ISS due to excessive tardies. We strongly believe that all students need to be in the classroom in order to receive a proper education. This program is designed to provide discipline for students that have disobeyed school policies but allow them to not miss class time. This program will be used as needed. Students will stay after school and perform work duties for one hour each day. One day of ASD will equal 3 days of ISS. Duties may include: raking leaves/pine needles, picking up trash, sweeping out rooms or buses, etc. Students will be supervised by licensed school employees.

General Rules:

1. Show respect to teachers/supervisors and fellow students at all times and always use respectful language when addressing teachers and students.
2. Stay with your activity at all times and move appropriately through campus during after-school hours
3. Always follow instructions set forth by after-school teachers for each activity
4. Responsible care of school property and equipment
5. No disruptive behavior, including fighting, violence of any kind, or inappropriate language
6. Comply with any and all other regulations set forth by teachers and school administrators
7. Each student will be allowed to miss one assigned discipline day without penalty. If a student misses two days without approval, they will be assigned 2 days of OSS.

5.26 ALTERNATIVE LEARNING ENVIRONMENTS

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

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

The team is to be comprised of the following:

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

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

1. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
2. Abuse: physical, mental, or sexual;
3. Frequent relocation of residency;
4. Homelessness;
5. Inadequate emotional support;
6. Mental/physical health problems;
7. Pregnancy;
8. Being a single parent;
9. Personal or family problems or situations;
10. Recurring absenteeism;

11. Dropping out from school; or
12. Disruptive behavior.

Before or upon entry into the ALE, the ALE program shall assess the student in order to provide intervention services designed to address the student's specific educational and behavioral needs, with the focus for behavioral needs on long-term improvement of the student's ability to control the student's behavior.

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

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student. The SAP may be revised from time to time by the ALE placement team. The SAP shall contain at a minimum:

a. A plan of intervention services to be provided to address the student's specific educational needs and, if appropriate, the student's behavioral needs;
b. Goals and objectives necessary to achieve positive reintegration into the regular educational environment;
c. Exit criteria on which to base a student's return to the regular educational environment;
d. Documentation of the presence of the characteristics listed above that were the reason for the student's referral to the ALE program;
e. Documentation of the specific ALE programming and supports that will address each identified characteristic or situation causing a barrier to the student's success; and
f. A positive behavior or transitional plan prior to a student's return to the regular educational environment.

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

5.26.1 ALTERNATIVE LEARNING Program Evaluation

The ALE program shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that is conducive to learning, that eliminates traditional barriers to learning, and at compliance with the Division of Elementary and Secondary Education Rules Governing Student Special Needs Funding. The evaluation shall specifically address how the use of ALE funds is in alignment with the district's district strategic plan in addressing identified achievement gaps and student performance deficiencies.

ALTERNATIVE SCHEDULE REQUIREMENTS

Students may be eligible for an alternative schedule if they have completed at least 17 credit hours and are on track to graduate. Students are encouraged to be a CTE Completer, hold a Seal of Biliteracy, or take AP or concurrent credit classes before applying for an alternative schedule. Interested students must consult with the building principal or a school counselor to review eligibility and requirements. Please note: Approval of alternative schedule requests is at the discretion of the high school principal and requires final authorization from the superintendent and Board of Education. All approvals will be reviewed during the September and January board meetings.

4.65 ANTISEMITISM PROHIBITED

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

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

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

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

Discrimination and harassment based on antisemitism is expressly prohibited.

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

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

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

Complaints of discrimination or harassment based on antisemitism shall be investigated and handled in accordance with Policy 6.7—COMPLAINTS.

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

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

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

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

5.19 ARKANSAS COURSE CHOICE PROGRAM

District students in grades six through twelve (6-12) are eligible to take courses through the Arkansas Course Choice Program (ACCP) if the student is:

- Seeking to take a course not offered by the District; or
- Attending a District school that received a school letter grade of D or F and the course is required for graduation.

The ACCP course catalog shall be made available to all students during student course selection. The District shall not actively discourage, intimidate, or threaten a student during course selection to not take a course through the ACCP.

A student attending courses through the ACCP shall enroll in at least one (1) course at the District, which may be either in person or a digital course offered by the District.

A District student attending courses through the ACCP is entitled to the following services as if the student were attending courses at the District:

1. Required assessments, including without limitation:
   a. Statewide assessments;
   b. Advanced Placement; and
   c. International Baccalaureate;
2. Participation in extracurricular or cocurricular activities; and
3. Special education services pursuant to the student's individualized education program.

Credits earned through the ACCP shall appear on a student's official transcript and count fully towards the student's graduation requirements.

4.66 ARKANSAS DIRECT ADMISSIONS PROGRAM

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

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

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

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

ARRIVAL AND DISMISSAL

Staff members are scheduled on duty for supervision in designated locations at 7:20am. Therefore, students that walk or are car-riders should not arrive before 7:20am. The school day for students in grades K-5 will begin at 7:40am and be dismissed at 4:10pm and grades 6-12 will begin at 7:45am and be dismissed at 4:23pm. Except for meetings, games or programs about which parents have been notified of or invited to, children will not be kept or allowed to stay on their own after school. Keeping the child after school will occur only after communication with the parents. No supervision will be provided otherwise.

5.10 ARTIFICIAL INTELLIGENCE

Definitions

"Artificial Intelligence (AI)" means a machine-based system, can, based on a given set of human-defined objectives, make predictions, recommendations, or decisions influencing a real or virtual environment.

"AI Tools" means Software, hardware, or cloud-based applications that use AI to aid in tasks like content creation, data analysis, and personalized learning. For purposes of this policy, AI tools does not include items such as spell check or grammar check.

"Automated decision tool" means an AI tool that has been specifically developed and marketed, or specifically modified, to make or to be a controlling factor in making consequential decisions.

The Green Forest School District Board of Directors desires to provide guidance for the appropriate use of AI technologies in curriculum development, instruction, and related educational activities that is aligned with the Arkansas Academic Standards and safeguards student data and privacy while encouraging innovation.

Any AI tools or programs utilized by the District must adhere to State and federal laws; State rules; and Federal regulations governing data use, privacy, and security. Any AI tool used must comply with the District's policies on data privacy and security, especially concerning student information.

The superintendent shall establish a committee who shall be in charge of reviewing and approving any AI tools, including automated decision tools, before they may be used. The committee shall establish the procedures the committee shall use for approving AI tool selection. The District shall provide resources to support the integration of approved AI tools.

All curriculum and instructional materials that were created with AI tools shall align with the Arkansas Academic Standards and District educational goals.

Staff shall document the extent and manner AI tools were used in the creation of curriculum or instructional materials. Staff shall ensure the content created with the assistance of AI tools is accurate and free from bias.

The District shall regularly review the impact AI tools have on the District's educational outcomes and shall update this policy as necessary following the review.

4.64 ARTIFICIAL INTELLIGENCE-Student Use of AI

Definitions

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

The purpose of this policy is to establish guidelines for the responsible use of AI tools by District students. The policy applies to all students enrolled in the District and covers the use of AI tools when completing District assignments or projects.

The district shall provide teachers and students resources and education on AI literacy and digital citizenship. The District shall establish a committee who shall be responsible for the review and selection of AI tools that shall be available for students to use. All AI tools selected by the committee shall comply with

applicable state and federal data privacy laws. Students shall only use AI tools that were approved by the District committee for classroom assignments or projects.

Teachers are responsible for providing instructions on when and how AI tools may be used for classroom assignments. Students may use AI tools as approved by their classroom teacher to enhance learning and develop future-ready skills.

Students should use AI tools ethically and responsibly, aligning with the district's educational objectives, and in a manner that does not harm themselves or others. As part of using AI tools responsibly, students should be cautious about the information they provide to AI tools and consult with a teacher if unsure. At no time shall Students share personal, sensitive, or confidential information with AI tools, especially AI tools requiring data input.

When a student uses AI tools, a student shall:

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

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

The following actions regarding AI tools are strictly prohibited:

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

Students should report any inappropriate content or security concerns encountered while using AI tools to a teacher or administrator.

Violations of this policy shall be handled in accordance with the District's disciplinary procedures.

4.3 ATTENDANCE (Absences, Tardies)/COMPULSORY ATTENDANCE

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 (4.1—RESIDENCE REQUIREMENTS), within the District shall enroll the child and ensure the attendance of the child at a District school with the following exceptions.

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6 - HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year, and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have the child attend kindergarten. A kindergarten 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, G.E.D., 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).

4.7 Absences

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

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

Attendance for students in grades K-3 is entered into our student management system by classroom teachers once each morning. Students who are present for a partial school day but absent for four (4) hours will have their attendance record adjusted by the office to reflect the one-half (1/2) day absence. Late arrivals and early dismissals will be counted as tardies. For grades 4-12, if a student is more than fifteen (15) minutes late to a class or leaves fifteen (15) or more minutes before the class is over, he/she is considered absent for that class period.

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

Excused Absences

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

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of four (4) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. For purposes pre-approved by the school administration such as visiting prospective colleges, to obey a subpoena, or to attend 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 disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
    - Labor, delivery, and recovery;
    - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
    - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
    - A legal appointment related to pregnancy or parenting, including without limitation:

    - Adoption;
    - Custody; and
    - Visitation;
  - A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
  - At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.

13. Absences for a student who is the child of a fallen service member or fallen first responder:
    - Due to a mental health concern; or
    - To attend an event from a sponsoring organization that provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency.
14. Upon the written consent of a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student, the District shall grant an excused absence for the following purposes:
    - Social or public policy advocacy; or
    - Attempts to influence legislation or other governmental policy-making at the local, state, or federal level.

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

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

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

a. Bring a written statement to the principal or designee upon the student's return to school from the student's parent, legal guardian, or treating physician stating the reason for the student's absence; or

b. If the student is attending the District's courses digitally, upload a written statement from the student's parent, 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

c. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or

d. The student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student provides written documentation that the student's absence is to attend an event from a sponsoring organization that:
    - Provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency; and
        - May be verified as an organization that provides support to the military and first responder community by reviewing the Resources Page for Military Family Engagement on the Department of Education website.

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

A student shall not be eligible to receive an excused absence for #13 above if:
- The student is not in good academic standing;
- The student does not have a prior record of good attendance; or
- The absence occurs during a date on which standardized testing is administered.

The District shall annually provide a report by June 30 to the Division of Elementary and Secondary Education that contains the following:
- The number of absences requested under number 14;
- The number of absences granted under number 14; and
- The stated purposes of the absence.

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with eight (8) 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 four (4) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds eight (8) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, persons with lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

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

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

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

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

Seniors who fail to meet graduation requirements and/or attendance requirements may not participate in the graduation ceremonies. Attendance requirements include students accumulating more than eight (8) unexcused absences per semester in any class period.

TARDIES

Promptness is an important character trait that District staff is encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement. **Any student who arrives after the tardy bell rings or leaves prior to the dismissal bell will be considered tardy or absent depending on time missed from class.** A tardy slip must be completed upon the student's late arrival or early dismissal documenting the time and reason.

EXCESSIVE TARDINESS can interfere with the learning process. Excessive tardiness will be defined as more than four tardies per nine weeks. When a child reaches the fourth tardy, the parent will be notified of the excessive tardy and a conference between parent and principal will be encouraged to find a way to correct the tardiness. Subsequent tardies may result in disciplinary action against the student in the form of a disciplinary referral under the Principal's Authority Rule. In addition, the school may report the excessive

tardiness to the juvenile prosecuting attorney's office in the form of a FINS (Family In Need of Services) petition.

Truancy is the absence of a student from school without the permission of the school or the parents. There is no excuse for truancy. Any situation not covered in this attendance policy will be left up to the discretion of the principal.

TARDY POLICY (Middle/High School)

Tardies will result in disciplinary action. Students are expected to be present for roll call unless absent from school.

1. Any teacher that causes a student to be tardy must notify staff.
2. Any student late to class who was not held by a teacher or was not sent through the office will be given an unexcused tardy.
3. Starting with the 2nd tardy, the student will be assigned Detention
4. Each unexcused tardy results in disciplinary action. Tardies accumulate as they occur, not necessarily during the same class period. For example, a student who is tardy to their 1st period class and again during another class period will receive two tardies for the day. Any further tardies during the same nine-week grading period will be added to the previous total of tardies.

Consequences for Unexcused Tardies in any Nine-Week Grading Period:

# of UNEXCUSED TARDIES	CONSEQUENCE Students may be assigned Saturday School from 7:30-11:30am as an alternative to ISS.
1	Verbal Warning
2 & 3	Detention—1 Day
4	Parent Contact/Detention/Contact Prosecuting Attorney (FINS)—2 Days
5	Parent Contact/ISS—1 Day or Corporal Punishment
6	Parent Contact/ISS—2 Days or Corporal Punishment
7	Parent Contact/ISS—3 Days or Corporal Punishment
8	Parent Contact/ISS—5 Days
9+	Parent Contact/ISS—5 Days for each additional tardy

ATTENDANCE COMMITTEE

On the 9th unexcused absence in any class during a semester, the High School student will lose credit for that class. No Credit will be indicated on the student transcript by NC and the grade will be calculated as an F. To regain the credit, a parent/student conference will be arranged with the principal to review any medical or personal tragedy situations that would have prevented the student from attending school. If credit is still denied, the parent and student can make a final appeal to the Attendance Committee, made up of 4 teachers and the counselor. The Attendance Committee will meet with the student and parents at a designated time and place to be determined. The absence of the student or parent will forfeit the appeal.

4.43 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:

1. May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated;
2. Involves an actual or reasonably perceived power imbalance;
3. Is repeated or has a high likelihood of repetition; and
4. Causes or creates actual or reasonably foreseeable

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

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

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

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

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

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

A. Building a fake profile or website of the employee;
B. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
C. Posting an original or edited image of the school employee on the Internet;
D. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
E. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
F. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
G. Signing up a school employee for a pornographic Internet site; or

H. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

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

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

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

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

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

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

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

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

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

a. That a credible report or complaint of bullying against their student exists;
b. Whether the investigation found the credible report or complaint of bullying to be true;
c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;

5. Make a written record of the investigation, which shall include:
   a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
   b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

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

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

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

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

Copies of this policy shall be available upon request.

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

DESE has created a guidance document on bullying that could be useful in developing staff and student training on bullying. The document can be found at https://dese.ade.arkansas.gov/Offices/District-Operations/school-safety/bullying-and-violence-prevention

BUS PROCEDURES

The school bus is considered an extension of school property. Therefore, students are subject to the same rules of conduct while traveling to and from school as they are while on school grounds. It is the purpose of the Green Forest Public Schools Transportation Department to provide students who live within the Green Forest School District safe and timely transportation. To assist us in achieving this goal, we depend on parental support and cooperation to help students understand the rules and expectations of riding the bus and the consequences of misbehavior.

IT IS A PRIVILEGE TO RIDE A GREEN FOREST SCHOOL BUS, NOT A RIGHT.

To be eligible to ride a Green Forest Public School bus, students must abide by the following rules:

1. Follow the directions of the bus driver at all times.

2. Eating and drinking are not allowed on the bus.
3. Keep bus aisles clear of books, bags, feet, legs, etc.
4. Rude, vulgar, obscene language or actions are not allowed.
5. No throwing of objects out of the bus.
6. Keep hands, feet, and other objects to yourself at all times.
7. Balloons, live animals of any type, or any items too large to hold in student's lap or place under the seat are not allowed.
8. Use proper boarding, riding and departing procedures.
9. Vandalism to personal or school district property is not allowed. If seat covers are torn or written on, students will be responsible for paying $25.00 for the replacement of the seat cover. Student will be suspended from riding all buses until the Transportation Department is reimbursed for the damage.
10. Any act that jeopardizes the safety of students on the bus or serves as distraction to the bus driver.
11. Possession of the following is strictly prohibited: lighters, fireworks, matches, weapons, drugs, alcohol, tobacco, or any related materials. [Refer to Discipline Policy for Consequences]
12. Students are subject to any comparable penalties that correlate with the disciplinary infractions as those on the school campus.
13. Technology use on the bus is permitted, at the driver's discretion, for personal use only.
14. Students that are insubordinate to the bus driver or are creating an unsafe environment are subject to bus removal for parent pickup and could result in being suspended from bus for three (3) days.
15. Transportation slips from the office are required of all students that are not regular riders of that bus route. Handwritten notes or text messages are not acceptable.
16. If student does not ride bus in mornings for three days, bus driver will assume student is no longer riding in the mornings until parent contacts bus driver to resume pick up in the mornings.

Offense	**Elementary/Intermediate** Grades K-5	**Middle School/High School** Grades 6-12
1st Offense	Student Conference/Warning	One (1) School Day Bus Suspension
2nd Offense	Parent Contact by Discipline Note or Telephone	Three (3) School Days Bus Suspension
3rd Offense	One (1) School Day Bus Suspension	Five (5) School Days Bus Suspension
4th Offense	Three (3) School Days Bus Suspension	Ten (10) School Days Bus Suspension
5th Offense	Five (5) School Days Bus Suspension	Meeting with Administration, Transportation Supervisor, and Parent/Guardian
6th Offense	Ten (10) School Days Bus Suspension	
7th Offense	Meeting with Administration, Transportation Supervisor, and Parent/Guardian	

ADMINISTRATIVE PERSONNEL HAVE THE RIGHT TO ADJUST PENALTIES BASED ON THE SEVERITY OF THE ACT. BUS SUSPENSIONS INCLUDE SUSPENSION FROM RIDING ALL BUSES.

STUDENT GUIDELINES AT THE BUS STOP:

- Arrive at least 5 minutes before the expected arrival of the bus.
- Wait off the roadway at least 10 feet.
- Be visible to the driver at the bus stop.
- Be outside their home, vehicle, etc. when the bus arrives.
- Approach the bus after it has come to a complete stop and the driver has opened the door.
- Students crossing the street/roadway at a bus stop must cross 10 feet in front of the bus as they get one and off the bus.
- When crossing the street/roadway to board the bus, wait until the bus comes to a complete stop and the driver has stopped all traffic.

BEHAVIOR AT THE BUS STOP:

- Students are expected to avoid any horseplay and respect the property of all others while they wait at the bus stop.
- Students are expected to observe the same behavior at the bus stop as they are expected to on any school campus.

LOADING THE BUS ON CAMPUS:

- Students are required to come directly to the bus after the last bell rings. There will be no lingering in the loading zone. Once the buses are signaled to leave, there will be no loading at that time. Buses will not return to school to pick up students that have missed the bus. Parent contact will need to be made at the office for transportation arrangements.

INCLEMENT WEATHER:

In the event of inclement weather, the district may run snow routes or routes at driver's discretion in areas that could be considered hazardous (low water slabs with high water, back roads during snow/ice). This information will be communicated through the school's communication system and local media. If students are not transported due to inclement weather events in the mornings, they will not be transported in the afternoons and parents will need to arrange transportation.

BUS/TRANSPORTATION CHANGES

Only parents or guardians may confirm a change in the transportation arrangement for their child. This is done in one of three ways: (1) The parent or guardian sends a signed note to school with their child, explaining what the new arrangement should be with appropriate details. (2) The parent or guardian calls the office at least one hour before the buses depart with the necessary information. (3) The parent or guardian personally visits the office and relays instructions. When any of these three ways are used, the office will make an official pass for the bus driver and/or teacher. No change in transportation will take place without the authorization from the parent or guardian. No one, (i.e. an older brother or sister; an aunt, grandparent, etc.) will be permitted to pick up a child without direct parental permission. If a parent or guardian wants a child to take a different bus, or stay at school to be picked up, they must let the school know directly by letter, phone or in person. Otherwise, the child will go home by the usual means. We cannot accept a child's verbal assurance as authorization from the parent. This rule is in place to protect your child.

CHEATING

Students committing plagiarism will suffer the same consequences as those who cheat. According to Merriam-Webster, plagiarism is defined as "the act of using another person's words or ideas without giving credit to that person." Cheating includes giving or receiving inappropriate help on any test, project, class work, homework; submitting someone else's work as your own, with or without that person's knowledge; obtaining any privileged course-related information (examinations, solutions, grades, etc.) from the teacher or using someone else's work, included segments of permitted resources (i.e. internet, library, etc.) without proper attribution.

CLASS DUES

High school students are expected to be members of their respective classes in good standing. Students who have not paid class dues will be excluded from all planning, voting, ordering, and participating in class related activities (i.e., Prom) until dues are paid. Students in grades 10-12 are responsible for paying class dues each year. These fees may be paid or reduced by participating in fundraisers.

Grade 10 – $50
Grade 11– $50
Grade 12 – $30

CLASSROOM PROCEDURES/EXPECTATIONS

The four following basic procedures shall apply to all classrooms:

1) Be in your assigned seat ready to work when the tardy bell finishes its ring.
2) Keep hands, feet, books and objects to yourself.
3) No swearing, rude gestures, cruel teasing or put-downs.
4) Follow teacher's directions.

If a student commits any of the following acts they may be removed from the classroom at that time. If the student:

1) Commits or threatens to commit physical harm on another student or adult;
2) Damages or destroys student, teacher or school property;
3) Refuses to do assigned work;
4) Engages in behavior that keeps the classroom from functioning (screaming, tantrums, etc.)

Procedures and expectations will be posted in all classrooms and communicated to parents. We believe all students can behave appropriately in school.

CLOSED CAMPUS

All schools in the District shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless given permission to leave the campus by a school official. Written parent permission (email or note) is required for a student to leave campus. Students must sign out in the office upon their departure. Students will not be permitted to leave campus for the sole purpose of picking up their lunch.

COLLEGE VISITATION DAYS

Upon administrative approval, every Junior and Senior may use two school days, if necessary, to visit a post high school educational facility. If the following procedure is used, the absence will be counted as a school activity.

- Obtain a permission form from the counselor.
- Make an appointment for the visit.
- On the day of the visit, have an appropriate official sign your form.
- Turn your form into the principal's office when you return to school.

COMMUNICABLE DISEASES AND PARASITES

Students with communicable diseases or human host with 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, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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

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

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

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up at the end of the school day. The parents or legal

guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

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

Absences exceeding three days due to head lice will be considered excessive.

5.22 COLLEGE COURSES

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

A student who takes a three (3)-semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements.

Students will retain credit, including any weighted credit, earned as a concurrent credit course or as a dual enrollment course that was applied to a student's transcript from a previously attended, accredited, public school.

Concurrent Credit Courses

A student's participation in the concurrent high school and college credit program must be either:

1. Documented by a written agreement between:
   - The student;
   - The student's parent(s) legal guardian(s), person(s) standing in loco parentis to the student, or person(s) having lawful control of the student if the student is under the age of eighteen (18);
   - The District; and
   - The publicly supported community college, technical college, four-year college or university, or private IHE the student attends to take the concurrent credit course; or
2. Taken through the Arkansas Course Choice Program.

While students are ultimately responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s), the District shall work with the IHE(s) to establish a process for the District to receive student transcripts. Credit for concurrent credit courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize students' eligibility for extracurricular activities; or graduation; awarding of a diploma of merit or a diploma of distinction.

A student or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student shall not be responsible for tuition, fees, or materials for participation in a concurrent credit course.

The District shall work with the IHE to ensure that a student receives any accommodations for a concurrent credit course that are required by the student's Individual Education Program (IEP) or 504 Plan.

Any student that withdraws from a concurrent class after the 3rd week of the term will receive a "W" (withdrawn) on their transcript for that course. The "W" will not be counted toward the student's grade point average.

A private or home school student who has an active Education Freedom Account (EFA) may have the student's EFA charged to cover the cost that otherwise would have been covered by the public school.

Dual Enrollment Courses

Dual enrollment courses are college courses that are:

- Taken at an IHE the District does not have an agreement with;
- Taken at an IHE the District has an agreement with but are beyond the number of courses a student is allowed to take per year under the agreement with the IHE;
- Taken at an IHE the District has an agreement with but is a course offered by the IHE that is outside of the course list included in the agreement with the IHE; or
- Not taken through the Arkansas Course Choice Program.

Unless approved by the school's counselor, **prior to enrolling for the course**, dual enrollment courses shall be applied toward the student's graduation requirements as an elective.

Students are responsible for having the transcript for the dual enrollment course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for dual enrollment courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize students' eligibility for extracurricular activities; graduation; awarding of a diploma of merit or a diploma of distinction.

A student or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student are solely responsible for tuition, fees, or materials for participation in a dual enrollment course.

The student's parent, legal guardian, person standing in loco parentis to the student, or the person having lawful control of the student or the student if the student is eighteen (18) years of age or older are responsible for working with the IHE to ensure that the student receives any necessary accommodations for a dual enrollment course.

ACADEMIC

Courses offered through the Distance Learning Lab, North Arkansas College or any other accredited college system will count as an elective credit and replacement credit. College courses taken through these resources in place of core academic requirements must have administrator approval prior to enrollment. This is in accordance with Arkansas annotated ACA 6-18-223. College instructors teach these classes and students will be expected to perform at the college level in these classes. A grade of "D" or higher must be achieved to receive high school credit. One 3-hour college course will be equivalent to one (1) high school credit. The grade received will be part of the student's cumulative grade point average.

VOCATIONAL STUDY

North Arkansas College, principally through its North Campus, offers a number of vocational programs that are not available on our high school campus. Students may attend these classes for credit, which may enable them to finish a vocational program of study in a shorter period of time following high school graduation. Vocational/technical classes are considered part of the high school curriculum. Transportation is provided in cooperation with the Berryville School District. Students whose parents prefer their own transportation must fill out the appropriate forms in the High School Office.

COPYRIGHTED MATERIALS

Use of Copyrighted Work in Face-to-Face Classroom

The Board of Education encourages the enrichment of the instructional program through the proper use of supplementary materials. To help ensure the appropriate use of copyrighted materials, the Superintendent, or his designee, will provide district personnel with information regarding the "fair use" doctrine of the U.S. Copyright Code as detailed in the "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals" and "Guidelines for Educational Uses of Music."

Use of Copyrighted Works in Digital Transmissions

Definitions

"Class session" means the length of time provided for students to access the materials necessary for the completion of course assignments and tests. Depending on the copyrighted work's overall importance to the course, which can vary from a single assignment to an entire course focusing on the copyrighted work, the class session will end on:

- The date set by the teacher for an assignment to be submitted; or
- The date on the school calendar for the end of classes.

"Course packs" are premade compilations of book excerpts; newspaper, magazine, and journal articles; and instructor-authored materials.

"Mediated Instructional activities" includes textbooks, workbooks, and course packs.

"Transmission" is the remote accessing, whether on or off campus, by students of a copyrighted work by means of a closed circuit television, an educational television channel, or in a digital format on a password protected secure webpage.

The District recognizes that advances in technology have resulted in the need for guidelines for the use of copyrighted materials that are transmitted to students through a digital network. While the requirements to use a copyrighted work in a digital transmission have many similarities to those required to use a copyrighted work in a face-to-face classroom, Federal law places several additional requirements on the District's teachers, IT staff, and librarians for the use of a digitally transmitted copyrighted work. The District is dedicated to providing the tools necessary for teachers, IT staff, and librarians to meet these additional Federal requirements.

The District shall make sure the server where materials are stored is secured, whether the server is located locally or remotely.

The District's Informational Technologies staff shall develop the proper protocols and train teachers on their use in order to ensure:

1. The transmission of the copyrighted work is limited to only the students enrolled in the course;
    - Each student shall have a unique ID and password for accessing digital courses/materials; or
    - Each course shall have a unique password to access course materials; and
    - The password to access the course materials shall be changed immediately following the close of the course.
2. To prevent students from retaining or further disseminating the copyrighted work for more than one class session;
    - The print function will be disabled;
    - A transparency shall be placed over any literary work, sheet music, or photograph;
    - Audio and video transmissions will be set to be streamed; and
    - The link to the webpage with a copyrighted work shall be deactivated at the end of the applicable class session.

Teachers who wish to provide copyrighted works to students through a digital transmission as part of a digital course as well as teachers wishing to supplement a face-to-face classroom course with a digital transmission must meet applicable copyright statutes and policy 5.11—DIGITAL LEARNING COURSES as well as the following requirements in order to use a copyrighted work:

A. The use of the copyrighted work(s), whether in whole or in part, must be a part of regular classroom instruction and must be directly related and of material assistance to the course content;
B. The extent of a copyrighted work that is used must comply with one or more of the following criteria:
    - The entirety of a non dramatic literary or musical work may be used. A non dramatic literary work includes poems and short stories. A non dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.

- Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary and musical works may only be used in the same amount as set forth in the requirements for a face-to-face classroom while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.
- Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
- Works primarily produced or marketed for use in the digital education market may not be transmitted.
- Works the teacher had knowledge or reasonably believes to be unlawfully made or acquired may not be used.
- Mediated Instructional activities may not be transmitted.

C. A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status:
- Course syllabus;
- Home webpage for the course;
- Webpage for the particular class session; and/or
- Webpage with the copyrighted work.

The teacher and the District librarian shall work together when making digital copies of copyrighted work from physical or analog versions and shall fulfill the following requirements:

I. The amount converted is only the amount allowed by law; **and**
II. The District has no digital copy of the copyrighted work available; **or**
III. The District's digital copy of the copyrighted work that is available has technological protections that prevent the use of the copyrighted work in the manner prescribed by law.

The District will not be responsible for any employee violations of the use of copyrighted materials.

4.39 CORPORAL PUNISHMENT

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

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

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

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

Act 333 of 1995 authorizes any principal to use corporal punishment in a reasonable manner against any pupil for good cause in order to maintain discipline and order within the public schools. **If a parent/guardian does not want their child administered corporal punishment, an alternative punishment form must be completed, signed and filed in the principal's office.**

DANCES/REWARD DAY 6th-12th grade

1. Only current students and their ***approved*** dates will be permitted to attend school dances.
2. Juniors and Seniors may bring a guest to Prom with prior administrative approval. Students will be responsible for the conduct of their guest.
3. Prom guests must be under 21 and within two years of age of their date.
4. Jeans will be permitted, but must not have holes in the legs.
5. All dances will end no later than midnight.

School Dance/Reward Day Requirements:

- No student with more than any combination of two (2) days of ISS/Corporal Punishment (1 day ISS and 1 swat or 2 days ISS or 2 swats) or one (1) OSS will be allowed to participate.
- Students must be present the day of the dance at least one-half of the day to attend the dance that night.
- Students under current ISS/Corporal Punishment/OSS that day will not be allowed to participate in the dance.
- The principal reserves the right to approve or deny a student's participation in school dances, reward days, and other special activities based on behavior, discipline, attendance, and safety concerns.

DETENTION

After School and Before School Detention is scheduled by the building principal. Parents are responsible for transportation. The principal may assign an alternate time for detention with a parent contact.

DETENTION RULES

- Students must be on time.
- Students may not talk or sleep.
- Students are expected to bring something to read or class work.
- Students who violate these rules will be sent from the detention room and one additional day of detention will be added.
- If a student does not successfully serve the detention, one day ISS will be assigned by the principal.

In certain circumstances, a student may be excused from detention by the principal for the assigned afternoon. He/she will serve the next appointed detention time without penalty.

5.20 DISTRICT WEBSITE

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

The Green Forest School District website shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site. The website shall not use "cookies" to collect or retain identifying information about visitors to its website nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

Each school's web page shall be under the supervision of the school's Web Master and the District's website shall be under the supervision of the District's Web Master. They shall have the responsibility for ensuring that web pages meet appropriate levels of academic standards and are in compliance with these guidelines and any additional administrative regulations. To this end, the District and School Web Masters shall have the authority to review and edit any proposed changes to web pages to ensure their compliance with this policy. All such editing shall be viewpoint neutral.

District and school web pages shall also conform to the following guidelines:

1. All pages on the District's website may contain advertising and links only to educational sources.
2. The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages, which shall also link back to the District's home page.
3. Photos along with the student's name shall only be posted on web pages after receiving written permission from the student's parents or the student if the student is over the age of eighteen (18).
4. The District's web server shall host the _____ District's website.
5. No web page on the District website may contain public message boards or chat rooms.

6. All web pages on the District website shall be constructed to download in a reasonable length of time.
7. The District's home page shall contain a link to a privacy policy notice, which must be placed in a clear and prominent place and manner.
8. With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by the District.
9. The District shall include the following information on its website through a link located on the District's homepage titled "State Required Information":
    a. Local and state revenue sources;
    b. Administrator and teacher salary and benefit expenditure data;
    c. District balances, including legal balances and building fund balances;
    d. Minutes of regular, emergency, and special meetings of the school board;
    e. The district's budget for the ensuing year;
    f. A financial breakdown of monthly expenditures of the district;
    g. The salary schedule for all employees including extended contract and supplementary pay amounts;
    h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
    i. The district's annual budget;
    j. The annual statistical report of the district;
    k. Agenda of regular, emergency, and special meetings of the District board of directors;
    l. The names, email addresses, position (including zones), and terms of office for all members of the school district board of directors;
    m. The district's personnel policies;
    n. The annual School Performance Report;
    o. School-Level Improvement Plans;
    p. The District Strategic Plan;
    q. Student discipline policies;
    r. Comprehensive School Counseling Plan;
    s. The District financial policies;
    t. Student handbooks;
    u. The Annual Report to the Public;
    v. The parent, family, and community engagement plan;
    w. The Immunization waiver report from Policy 4.57—IMMUNIZATIONS;
    x. School District Calendar;
    y. List of statutory, rule, or Standards for Accreditation waivers the District has received under A.C.A. § 6-15-103;
    z.

    aa. The total amount of State funds used for teacher salaries;
    bb. The District's policy addressing the selection, relocation, retention and challenging of materials that are physically present in the library and available to the public;

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

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

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

If the District's reading curriculum is not taken from the DESE list of approved curricula, the District shall post the reading curriculum the District uses and a statement that the curriculum is not on the list of DESE approved curricula.

The District shall include the following information on its website that may be accessed through a link located on the District's homepage titled "Title IX/Sex Discrimination":

- Contact information for the District's Title IX Coordinator;
- A statement that any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment;
- Copies of the District's sexual harassment policies;
- Copies of the District's Procedures governing the grievance and appeal process;
- The process for filing a formal complaint of sexual harassment; and
- Direct links to or copies of the materials used to train the District's Title IX Coordinators, investigators, and decision-makers.

The District shall include the following information on its website that may be accessed through a link located on the District's homepage titled "Military Families":

- The student enrollment application process;
- Career-ready pathways and other academic or education programs offered;
- Required academic courses for each curriculum and elective course options;
- School and community-sponsored extracurricular activities, including without limitation individual and team sports, clubs, junior reserve officer training corps opportunities, and Purple Star School program ambassadors;
- Notable District and District school Purple Star School Programs;
- The District military family education coordinator contact information; and
- The District schools' military family education facilitator contact information.

The District shall post the following on the District website that may be accessed through a link titled "Antisemitism/Title VI":

1. The District's definition of antisemitism;
2. A statement that antisemitism is prohibited in the District's educational programs and activities;
3. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
4. Contact information for the District's Title VI Coordinator; and
5. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

DIGITAL LEARNING COURSES/VIRTUAL LEARNING

Definitions

For the purposes of this policy

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

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

"Instructional Materials" means:

1. Traditional books, textbooks, and trade books in printed and bound form;
2. Activity-oriented programs that may include:
    a. Manipulatives;
    b. Hand-held calculators;
    c. Other hands-on materials; and
3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

"Online Learning" is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio,

videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

"Public School Student Accessing Courses at a Distance" means a student who is scheduled for a full course load through the District and attends all classes virtually.

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

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

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

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8-USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.
The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any or all of his/her scheduled courses digitally. The student's attendance in his/her digital course(s) shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school.

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

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

4.17 DISCIPLINE PROCEDURES/4.18 PROHIBITED CONDUCT

Student Discipline 4.17: The Green Forest Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs:

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

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger

the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to:

- A felony or an act that would be considered a felony if committed by an adult;
- An assault or battery;
- Drug law violations; or
- Sexual misconduct of a serious nature.

The District shall incorporate the multi-tiered behavioral intervention procedures in accordance with Policy 4.60 in the application of student discipline.

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

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

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

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

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

Prohibited Conduct 4.18: Students and staff require a safe and orderly learning environment that is conducive to high student achievement. Certain student behaviors are unacceptable in such an environment and are hereby prohibited by the Board.

Prohibited behaviors include, but shall not be limited to the following:

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession of and use of a personal electronic device except as authorized by Policy 4047 or the student's IEP or 504 Plan;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;

12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
21. Sexual harassment;
22. Bullying;
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual's personal property; and
25. Antisemitism.

Discipline at Green Forest Schools is the job of all teachers and administrative personnel working together. Discipline procedures provide a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the character traits from our Character Education program.

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by each school official will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student and other relevant factors. Discipline consequences shall range from a minimum of verbal warning to a maximum of expulsion.

Teachers will handle most of their **minor acts of misconduct** by using reasonable approaches that produce positive results when students do not adhere to the classroom procedures and expectations using the following steps. These steps may vary due to situations and individual classrooms:

1) The first time a student fails to follow classroom procedures/expectations, the staff member will give the student a verbal warning or take other appropriate action;
2) The second time a student misbehaves, the staff may decide to take away a privilege or take other appropriate actions;
3) For the third offense, the staff will contact the parents, explaining the child's unacceptable behavior.
4) On the fourth offense, the student will be referred to the office for appropriate action.

Professional staff members may utilize any of the discipline interventions appropriate for minor acts of misconduct which interfere with the orderly school procedures, including, but not limited to, the following:

- Classroom detention after-school
- Loss of recess or other free choice time
- Isolation during lunch
- Classroom isolation from peers
- Student participation in conference with parent/guardian and teacher
- Participation in a school-service project, which enables the student to be engaged in the desired character trait(s)
- Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)
- Any other disciplinary technique that positively promotes the student Discipline Procedures and desired character trait(s) that is approved by the building administrator

The administrator will have the authority to implement the most appropriate level of intervention when dealing with each offense. The degree of discipline imposed will be in accordance with the progressive

discipline process unless otherwise stated. Other misbehaviors not listed below will be dealt with at the appropriate level at the discretion of the building administrator.

The principal or designee may utilize any of the following discipline interventions and/or may employ:

- Student participation in conference with parent, teacher, and/or administrator Referral to Counselor
- Assignment to Lunch or Recess Detention
- Assignment to Detention (Before or After School)
- Corporal Punishment
- Partial or full day In-School Suspension (ISS)
- Out of School Suspension (OSS) Participation in a school service project, which enables the student to be engaged in the desired character trait(s)
- Participation in the cleaning/repair of any damage caused by the student
- Financial or other restitution for the repair of any damage caused by the student
- Restriction from school programs and special assemblies
- Expulsion, as allowed under local board policy
- Any other disciplinary technique that positively promotes the student discipline procedures and desired character trait(s)

The school reserves the right to notify law enforcement when a disciplinary infraction is determined to involve criminal conduct or a potential violation of the law.

These routine steps will take care of most problems with misbehavior; however, more serious or repeated infractions will result in the following disciplinary actions:

DISCIPLINARY INFRACTION	**Elementary/Intermediate (K-5)**		**Middle/High School (6-12)**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
(1) Assault*/Battery** of School Staff	ISS or Corporal Punishment	OSS/Police Contact	OSS	Expulsion/ Police Contact
(2) Cheating/Plagiarism	Zero/Parent Contact	ISS	Zero/Parent Contact	Expulsion
(3) Classroom Disruptions/Disregard of Directions	Warning	ISS	Detention	OSS
(4) Cyberbullying of School Employee	ISS/Police Contact	Expulsion	ISS/Police Contact	Expulsion
(5) Damage, Destruction of Property/Vandalism	Warning	ISS	ISS	OSS
(6) Disorderly Conduct	Warning	ISS	ISS	OSS
(7) Displays of Affection	Warning	ISS	ISS	OSS
(8) Dress Code Violation	Warning	ISS	Warning	OSS
(9) Electronic Devices	Confiscation/ Detention	ISS	Confiscation/ ISS or Corporal Punishment	OSS
(10) Explosives/Fires-Setting Fires, Fireworks	OSS	Expulsion	OSS	Expulsion
(11) Fighting/Student Assault	Detention	OSS	OSS	OSS
(12) Game Cards/Toys/Items of Distraction	Warning	ISS	Detention	OSS
(13) Gambling	Warning	ISS	ISS or Corporal Punishment	OSS
(14) Gang Activity	ISS or Corporal Punishment	ISS	ISS or Corporal Punishment	Expulsion
(15) Harassment/Bullying/Cyberbullying	Warning/ Counselor Referral	ISS	ISS or Corporal Punishment	Expulsion
(16) Horseplay /Hall Misconduct	Warning	ISS	Detention	OSS

(17) Indecent Exposure, Pornography	Warning	ISS	ISS or Corporal Punishment	Expulsion
(18) Insubordination	Warning	ISS	ISS or Corporal Punishment	OSS
(19) Possession, Dispensing, Selling, Use, or Being Under the Influence of Drugs (Including Pretend or Prescription), Alcohol, Controlled Substance, or Possessing Drug Paraphernalia	OSS/ISS	Expulsion/ Police Contact	OSS/ISS	Expulsion/ Police Contact
(20) Reckless Driving, Driving/Parking Violations	N/A	N/A	Suspension of Privileges	Suspension of Privileges
(21) Sexual Harassment	Warning	ISS	ISS or Corporal Punishment	Expulsion
(22) Technology Violation	Warning	Suspension of Privileges	Warning	Suspension of Privileges
(23) Theft	Warning	ISS	ISS or Corporal Punishment	OSS
(24) Threat of Violence-Bomb, False Fire Alarm, Other Disruptive Intrusions	ISS or Corporal Punishment	Expulsion	OSS	Expulsion
(25) Threat of Physical Violence	Warning	Expulsion	ISS or Corporal Punishment	Expulsion
(26) Tobacco Products	ISS or Corporal Punishment	ISS	ISS or Corporal Punishment/ Police Contact	Expulsion
(27) Truancy	ISS or Corporal Punishment	ISS/FINS	ISS or Corporal Punishment	ISS/FINS
(28) Use of Profane, Vulgar, or Obscene Words, Inappropriate Gesturing	Warning	ISS	ISS or Corporal Punishment	Expulsion
(29) Verbal Abuse - Student	Warning	ISS	ISS or Corporal Punishment	Expulsion
(30) Verbal Abuse - Staff	ISS or Corporal Punishment	ISS	OSS	Expulsion
(31) Weapons/Knives	Confiscation/ Parent Contact	Expulsion/ Police Contact	Confiscation/ ISS or Corporal Punishment	Expulsion/ Police Contact
(32) Persistent Disregard of School Rules	OSS	Expulsion	OSS	Expulsion
(33) Behavior Not Covered Above-Principal Authority	Warning	Expulsion	Warning	Expulsion
Note: Corporal Punishment may be implemented in place of ISS when communicated with parent or guardian. Saturday School may be an alternative to In-School Suspension (ISS) for students in Grades 6-12.				

***Assault:** Any threat or attempt to physically harm another person or any act that reasonably places another person in fear of physical harm.

****Battery:** Intentionally making physical contact with another person in an insulting, offensive, or provoking manner or in a way that physically harms the other person.

Infraction 1: Assault/Battery of School Staff

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. 1 days ISS or Corporal Punishment B. 3 days ISS or Corporal Punishment C. 1 days OSS D. 4 days OSS/Notification of Law Enforcement	A. 2 days OSS B. 4 days OSS C. 8 days OSS/Recommendation of Expulsion/Notification of Law Enforcement

Infraction 2: Cheating/Plagiarism

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12

A. Student receives zero, Parent Contact by Teacher B. Student receives zero, 1day ISS or Corporal Punishment C. Student receives zero, 2 days ISS or Corporal Punishment D. Student receives zero, 3 days ISS or Corporal Punishment E. Student receives zero, 4 days ISS	A. Student receives zero, Parent Contact by Teacher B. Student receives zero, 2 days ISS or Corporal Punishment C. Student receives zero, 4 days ISS D. Student receives zero, 4 days OSS E. Student receives zero, 8 days OSS/Recommendation of Expulsion

Infraction 3: Classroom Disruption/Disregard of Directions

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day Detention C. 3 days Detention D. 1 day ISS or Corporal Punishment E. 2 days ISS or Corporal Punishment F. 4 days ISS	A. 1 day Detention B. 3 days Detention C. 2 days ISS or Corporal Punishment D. 4 days ISS E. 2 days OSS

Infraction 4: Cyberbullying of School Employee

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. 1 day ISS and Notification of Law Enforcement B. 2 days ISS or Corporal Punishment C. 4 days OSS D. 8 days OSS/Recommendation of Expulsion/Notification of Law Enforcement	A. 4 days ISS and Notification of Law Enforcement B. 4 days OSS C. 8 days OSS/Recommendation of Expulsion/Notification of Law Enforcement

Infraction 5: Damage, Destruction of School Property/Vandalism

A student shall not cause or attempt to cause damage to property of the school district or of another student, of any other person or of the school district. The Green Forest School District will attempt to recover damages from any student destroying school property. Parents of any minor student under the age of 18 shall be liable for said damages.

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day ISS or Corporal Punishment C. 2 days ISS or Corporal Punishment D. 3 days ISS or Corporal Punishment E. 4 days ISS	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 2 days OSS D. 4 days OSS E. 8 days OSS

Infraction 6: Disorderly Conduct

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day Detention C. 3 days Detention D. 1 day ISS or Corporal Punishment E. 2 days ISS or Corporal Punishment F. 3 days ISS or Corporal Punishment G. 4 days ISS	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 2 days OSS D. 4 days OSS E. 8 days OSS

Infraction 7: Displays of Affection

A student shall not use physical contact such as hugging or kissing with another student that conveys a connotation that can be perceived as sexually explicit during the regular school day, at school activities at home or away, nor during extra-curricular events on school property.

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day Detention C. 3 days Detention	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 2 days OSS

D. 2 days ISS or Corporal Punishment E. 4 days ISS	D. 4 days OSS E. 8 days OSS

Infraction 8: Dress Code Violation

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning/Parent Contact B. 1 day Detention C. 3 days Detention D. 1 day ISS or Corporal Punishment E. 2 days ISS or Corporal Punishment F. 4 days ISS	A. 1 day Detention B. 3 days Detention C. 5 days Detention D. 1 day ISS or Corporal Punishment E. 2 days ISS or Corporal Punishment F. 4 days ISS G. 1 day OSS

Infraction 9: Electronic Devices

Use of electronic devices (cell phones, mp3 players, smart watches, beepers and any other similar electronic devices) **will be permitted ONLY** before and after school for all students in grades K-12. Electronic Devices shall not be out and use is not permitted from the first tardy bell of the day to the final bell of the day. Act 122 **Confiscated devices must be picked up by a parent/guardian.** Improper use of electronic device s will result in the following:

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Confiscation/3 days Detention B. Confiscation/1 day ISS or Corporal Punishment C. Confiscation/2 days ISS or Corporal Punishment D. Confiscation/4 days ISS	A. Confiscation/1 day ISS or Corporal Punishment B. Confiscation/2 days ISS or Corporal Punishment C. Confiscation/4 days ISS D. Confiscation/2 days OSS E. Confiscation/4 days OSS

Infraction 10: Explosives/Fires--Setting Fires, Fireworks

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. 2 days OSS B. 4 days OSS C. 8 days OSS/Recommendation of Expulsion	A. 4 days OSS B. 8 days OSS/Recommendation of Expulsion

Infraction 11: Fighting/Student Assault [Corporal Punishment not available as alternate for ISS]

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. 3 days Detention B. 1 day ISS C. 2 days ISS D. 1 day OSS E. 2 days OSS F. 4 days OSS	A. 2 days OSS B. 4 days OSS C. 8 days OSS/Recommendation of Expulsion

Infraction 12: Game Cards/Toys/Items of Distraction

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day Detention C. 3 days Detention D. 1 day ISS or Corporal Punishment E. 2 days ISS or Corporal Punishment F. 4 days ISS	A. 1 day Detention B. 3 days Detention C. 2 days ISS or Corporal Punishment D. 4 days ISS E. 2 days OSS

Infraction 13: Gambling

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day ISS or Corporal Punishment C. 2 days ISS or Corporal Punishment D. 4 days ISS	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 2 days OSS D. 4 days OSS E. 8 days OSS

Infraction 14: Gang Activity

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. 1 day ISS or Corporal Punishment B. 2 days ISS or Corporal Punishment C. 3 days ISS or Corporal Punishment D. 4 days ISS	A. 4 days OSS B. 8 days OSS/Recommendation of Expulsion

Infraction 15: Harassment/Bullying/Cyberbullying

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning/Counselor Referral B. 1 day Detention C. 3 days Detention D. 1 day ISS or Corporal Punishment E. 2 days ISS or Corporal Punishment F. 3 days ISS or Corporal Punishment G. 4 days ISS	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 2 days OSS D. 4 days OSS E. 8 days OSS/Recommendation of Expulsion

Infraction 16: Horseplay, Cafeteria/Hall/Restroom Misconduct

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day Detention C. 3 days Detention D. 1 day ISS or Corporal Punishment E. 2 days ISS or Corporal Punishment F. 3 days ISS or Corporal Punishment G. 4 days ISS	A. 1 day Detention B. 3 days Detention C. 1 day ISS or Corporal Punishment D. 2 days ISS or Corporal Punishment E. 4 days ISS F. 2 Days OSS G. 4 days OSS H. 8 days OSS

Infraction 17: Indecent Exposure, Pornography

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day Detention C. 3 days Detention D. 1 day ISS or Corporal Punishment E. 2 days ISS or Corporal Punishment F. 3 days ISS or Corporal Punishment G. 4 days ISS	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 2 days OSS D. 4 days OSS E. 8 days OSS/ Recommendation of Expulsion

Infraction 18: Insubordination

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day Detention C. 3 days Detention D. 1 day ISS or Corporal Punishment E. 2 days ISS or Corporal Punishment F. 3 days ISS or Corporal Punishment G. 4 days ISS	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 2 days OSS D. 4 days OSS E. 8 days OSS

Infraction 19: Possession, Dispensing, Selling, Use, or Being Under the Influence of Drugs (Including Over-the-Counter, Pretend or Prescription), Alcohol, Controlled Substance, or Possessing Drug Paraphernalia

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. 4 days OSS and 4 days ISS/Police Contact B. 8 days OSS/Recommendation of Expulsion/Police Contact	A. 4 days OSS and 4 days ISS/Police Contact B. 8 days OSS/Recommendation of Expulsion/Police Contact

Infraction 20: Reckless Driving, Driving/Parking Violations

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
N/A	A. Suspension of right to drive any vehicle for one week B. Suspension of right to drive any vehicle for the remainder of the semester/school year

Infraction 21: Sexual Harassment

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day ISS or Corporal Punishment C. 2 days ISS or Corporal Punishment D. 3 days ISS or Corporal Punishment E. 4 days ISS	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 2 days OSS D. 4 days OSS E. 8 days OSS/Recommendation for Expulsion

Infraction 22: Technology Violation

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Suspension of Privileges/Warning/Discussion about Proper Use B. 4 days Suspension of Privileges C. 8 days Suspension of Privileges/Parent Meeting D. Suspension of Privileges TBD by Administrative Personnel	A. Suspension of Privileges/Warning/Discussion about Proper Use B. 4 days Suspension of Privileges C. 8 days Suspension of Privileges/Parent Meeting D. Suspension of Privileges TBD by Administrative Personnel

Infraction 23: Theft

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day ISS or Corporal Punishment C. 2 days ISS or Corporal Punishment D. 3 days ISS or Corporal Punishment E. 4 days ISS	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 2 days OSS D. 4 days OSS E. 8 days OSS

Infraction 24: Threat of Violence with a Weapon-Bomb Threat, False Fire Alarm, Other Disruptive Intrusions

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. 1 day ISS or Corporal Punishment B. 3 days ISS or Corporal Punishment C. 1 day OSS D. 2 days OSS E. 4 days OSS F. 8 days OSS/Recommendation of Expulsion	A. 4 days OSS B. 8 days OSS/Recommendation of Expulsion

Infraction 25: Threat of Physical Violence

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day Detention C. 3 days Detention D. 1 day ISS or Corporal Punishment E. 2 days ISS or Corporal Punishment F. 4 days ISS G. 1 day OSS H. 2 days OSS I. 4 days OSS J. 8 days OSS/Recommendation of Expulsion	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 2 days OSS D. 4 days OSS E. 8 days OSS/Recommendation of Expulsion

Infraction 26: Tobacco Products/Lighters/Electronic Nicotine Delivery Systems and Related Products

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12

A. 1 day ISS or Corporal Punishment B. 2 days ISS or Corporal Punishment C. 4 days ISS	A. 2 days ISS or Corporal Punishment/Tobacco Cessation Program/Police Contact B. 4 days ISS/Police Contact C. 1day OSS/Police Contact D. 2 days OSS/Police Contact E. 4 days OSS/Police Contact F. 8 days OSS/Recommendation of Expulsion/Police Contact

Infraction 27: Truancy

A student shall not be absent from school without parent and/or school administration's prior knowledge and consent. After arrival on campus, a student absent from his/her assigned learning station without permission from school authorities shall be considered as truant. After arrival on the school campus, a student shall not leave the campus or designated area without permission from school administration.

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. 1 day ISS or Corporal Punishment B. 2 days ISS or Corporal Punishment C. 4 days ISS/FINS petition filed	A. 1 day ISS or Corporal Punishment B. 2 days ISS or Corporal Punishment C. 4 days ISS/FINS petition filed

Infraction 28: Use of Profane, Vulgar, or Obscene Words, Inappropriate Gesturing

A student shall not use profane, violent, vulgar, abusive or insulting language at any time. A student shall not write, state, use physical gestures, or transmit in any way the connotation of obscene or highly disrespectful acts, infringe upon the rights of others, or cause, initiate or be involved in overt and immediate disruptions of the educational process.

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 1 day Detention C. 3 days Detention D. 1 day ISS or Corporal Punishment E. 2 days ISS or Corporal Punishment F. 3 days ISS or Corporal Punishment G. 4 days ISS	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 2 days OSS D. 4 days OSS E. 8 days OSS/Recommendation of Expulsion

Infraction 29: Verbal Abuse – Student

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Warning B. 3 days Detention C. 1 day ISS or Corporal Punishment D. 2 days ISS or Corporal Punishment E. 3 days ISS or Corporal Punishment F. 4 days ISS	A. 2 days ISS or Corporal Punishment B. 4 days ISS C. 1 day OSS D. 2 days OSS E. 4 days OSS F. 8 days OSS/Recommendation of Expulsion

Infraction 30: Verbal Abuse – Staff

A student shall not use profane or disrespectful language directed at district employees.

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. 1 day ISS or Corporal Punishment B. 2 days ISS or Corporal Punishment C. 4 days ISS	A. 2 days OSS B. 4 days OSS C. 8 days OSS/Recommendation of Expulsion

Infraction 31: Weapons/Knives

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. Confiscation/Parent Contact B. Confiscation/1 day ISS or Corporal Punishment C. Confiscation/2 days ISS or Corporal Punishment D. Confiscation/2 days OSS E. Confiscation/4 days OSS	A. Confiscation/2 days ISS or Corporal Punishment B. Confiscation/4 days ISS C. 2 days OSS D. 4 days OSS E. 8 days OSS/Recommendation of expulsion for not less than one year

F. 10 days OSS/Recommendation of expulsion for not less than one year	

Infraction 32: Persistent Disregard of School Rules
A student who persists in acts of misconduct after reasonable efforts have been made by the school to secure the student's adherence to the rules is subject to being recommended for expulsion. Efforts toward behavior modification will be made prior except when very serious offenses have been committed.

Elementary/Intermediate Grades K-5	**Middle School/High School** Grades 6-12
A. 1 day OSS B. 2 days OSS C. 4 days OSS D. 8 days OSS/Recommendation of Expulsion	A. 2 days OSS B. 4 days OSS C. 8 days OSS/Recommendation of Expulsion

Infraction 33: Behavior Not Covered Above—Principal Authority
Green Forest School District reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline in the schools even though such behavior is not specified in the preceding written rules. ADMINISTRATION MAY ALTER SEVERITY OF PUNISHMENT BASED ON CIRCUMSTANCES AND OTHER CONDITIONS AS DEEMED APPROPRIATE.

Students in grades 6-12 may be assigned Saturday School from 7:30am to 11:30am as an alternative to In-School Suspension (ISS). During this time, students may be required to complete tasks such as raking leaves or pine needles, picking up trash, sweeping out classrooms or buses, and other similar duties. All activities will be supervised by licensed school staff.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

Act 2044 of 1991 defines a child with disabilities as a person between the ages of three (3) and twenty-one (21) years who, because of mental, physical, emotional, or learning disabilities, requires special education services as defined by State Board of Education regulations.

1) Students with disabilities who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to free appropriate public education.
2) The Individualized Education Plan (IEP) team, for a student with disabilities should consider whether particular discipline procedures should be adopted for that student and included in the IEP.
3) Students with disabilities may be excluded from school only in emergencies and only for the duration of the emergency. In no case should a student with disabilities be excluded for more than ten days in a school year.
4) After an emergency suspension is imposed on a student with disabilities, an immediate meeting of the student's IEP team should be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and toward minimizing the harm resulting from the exclusion.
5) The suspended student should be offered alternate educational programming for the duration of the exclusion.

4.20 DISRUPTION OF SCHOOL/ REMOVAL FROM CLASS

Definitions

"Appropriate interim learning environment" means an appropriate learning environment that is used for a period of time not to exceed ten (10) days.

"Appropriate learning environment" means a setting within the District that provides a similar structure to the following, without limitation:
1. A classroom; or
2. In-school suspension.

"Violent or abusive behavior" means, without limitation:
a. Using threatening language;

b. Throwing an item that risks or causes:
   - Harm to another individual;
   - Injury to another individual; or
   - Damage to property;

c. Physically abusing a teacher or another student; or
d. Any other similar action that presents a physical danger or a threat of physical danger to a teacher or another student.

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

Disorderly activities by any student or group of students that adversely affect the school's orderly educational environment shall not be tolerated at any time on school grounds.

A teacher may, but is not required to, remove a student from class:
- Who has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the students in the class or with the ability of the student's classmates to learn; or
- Whose behavior is so unruly, disruptive, violent, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's classmates to learn.

A student who is removed from class shall:
- Be sent to the office of the principal or the principal's designee;
- Be escorted from the classroom by the school administration if the student refuses to leave the classroom voluntarily;
- Not be returned to the teacher's class until a conference is held; and
- Be placed in another appropriate classroom learning environment until the conference is completed.

The conference shall be held for the purpose of:
1. Determining the causes of the problem that led to the student's removal and possible solutions;
2. Serving as a manifestation determination review if the student removed from the class is a student with a disability;
3. Determining if a behavioral threat assessment is necessary for the student who was removed from the class due to violent behavior.

The following individuals shall be present at the conference:
a. The principal or the principal's designee;
b. The teacher;
c. The school counselor;
d. A 504/special education representative (if applicable);
e. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis; and
f. The student, if appropriate.

The failure of the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis to attend the conference shall not prevent the conference from being held nor prevent any action from being taken as a result of that conference.

Following the conclusion of the conference, the principal or the principal's designee may take any of the following actions against a student who was removed from class:
- Place the student into another appropriate learning environment or into in-school suspension;
- Except for a student who was removed for violent or abusive behavior, return the student to the class; or
- Take other appropriate action consistent with the District's discipline policy, state law, and federal law.

A student who is removed from class three (3) times during the same school year shall be placed in another appropriate learning environment for the remainder of the school year.

The District shall follow all requirements under the IDEA and 504 for students with a disability, including those surrounding a change in placement.

DISTRIBUTION OF NON-SCHOOL LITERATURE, PUBLICATIONS, AND MATERIALS

A student or group of students, who distribute ten (10) or fewer copies of the same non-school literature, publications, or materials, 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 materials (birthday invitations, personal notes, etc.) shall have the principal or designee to review their non-school materials at least three (3) school days in advance of their desired time of dissemination. The principal or designee 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.

DRESS CODE/STUDENT APPEARANCE

The Green Forest 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.

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.

Students learn most effectively when they take pride in themselves; therefore, a clean and neat appearance will enhance classroom performance. A student's dress affects the behavior of that student and others. Students are expected to wear clean, mended clothing that will not be a distraction or cause a disturbance of the learning environment. Students' dress and appearance should be age appropriate and follow these guidelines:

1) Students shall be clean and well groomed, observing the usual standards;
2) Students' clothing and hairstyles shall be safe and appropriate for their normal activities.
3) Tennis shoes with wheels are not appropriate for school and shall not be worn to school.
4) Any article that can be used as a weapon or inflict injury shall not be worn (i.e., wallet chains, large rings, etc.)
5) No hoods or sunglasses (except those worn for medical reasons) shall be worn in the buildings.
6) Clothing, such as overalls and shirts, must be fastened as designed.
7) Clothing, outerwear, symbols, jewelry or insignia, which because of color or design is deemed inappropriate, suggestive or vulgar, promoting drug or alcohol use, or gang related, shall not be worn to school.
8) Inappropriately ripped and/or torn clothing shall not be worn. Clothing with holes above the approved length for shorts are not allowed.
9) Clothing which is excessively large or small shall not be worn. Sagging or bagging is not allowed.
10) Shirts that expose undergarments or the mid-section shall not be worn. This includes, but is not limited to shirts with spaghetti straps, tank tops, crop tops, tube tops, etc. Clothing that exposes cleavage or any clothing that is determined inappropriate will not be allowed.

11) Skirts, dresses and shorts must be fingertip length or longer and the clothing must be the appropriate length as its own piece of apparel. Leggings or tights do not constitute length for skirts, dresses, or shorts.
12) Leggings may be worn if the shirt accompanying it is fingertip length or longer.
13) Pierced jewelry will only be worn on the ear and nose and not on the eyebrow, tongue, lip, belly, cheek, etc. Any body piercing and retainers, such as rings or spikes, deemed unsafe will be prohibited.
14) House shoes or slippers are not allowed except on designated days.
15) School personnel who are responsible for curricular or co-curricular activities will direct students as to dress for a particular activity or school trip.

School staff will monitor students for inappropriate dress according to the age of student.

Not all school sport and activity uniforms will conform to the dress code policy for students. Sport and activity uniforms are designed for performance events and do conform to each specific activities rules as sanctioned by the Arkansas Activities Association and are not designed to be worn in the classroom.

4.24 DRUGS AND ALCOHOL

An orderly and safe school environment that is conducive to promoting student achievement requires a student population free from the deleterious effects of alcohol and drugs. Their use is illegal, disruptive to the educational environment, and diminishes the capacity of students to learn and function properly in our schools.

Therefore, no student in the Green Forest School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy.

This policy applies to any student who:

- Is on or about school property;
- Is in attendance at school or any school sponsored activity;
- Has left the school campus for any reason and returns to the campus; or
- Is on route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to:

- 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 supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—STUDENT MEDICATIONS.

See the Student Medications/Health Information section of this handbook for additional policy information.

Minimum: Four (4) days ISS and Four (4) days OSS and notification of appropriate law enforcement authorities

Maximum: Eight (8) days OSS, recommendation for expulsion and notification of appropriate law enforcement authorities

Chemical Screening Test Policy
The Green Forest School District recognizes that chemical abuse or misuse is a significant health problem for student and that all students who represent the District in extra-curricular activities should be encouraged and supported in their efforts to develop a chemical-free lifestyle. The Green Forest Board of Education is determined to help students by providing another reason for them to say no. Chemical abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the misuse of legal drugs and medications.

Purpose:
- Assist student to resist peer pressure to use drugs.
- To allow students of the Green Forest Schools to know that the school is concerned about their total well-being. The school district is interested in helping the students who may be having problems.
- To emphasize concerns for the health of students in areas of safety while they are participating in activities as well as the long-term physical and emotional effects of chemical use on their health.
- To confirm and support State Laws which restrict the use of mood-altering chemicals.
- To establish standards of conduct for students of the Green Forest School District who are considered leaders among their peers.
- To work cooperatively with parents by assisting them in keeping their children free from mood-altering chemicals.
- To assist students who need to be referred for assistance or evaluation regarding their use of illegal drugs.
- To deter chemical abuse or misuse by all students through the use of random drug testing.

The provisions of this policy apply to student in the Green Forest School District in grades seven through twelve. No student will be allowed to participate in any extra-curricular activity (any activity outside the regular curriculum) until both student and custodial parent/guardian have signed the consent form and returned to the Superintendent of his/her designee. Positive screening results are considered cumulative and follow this student for the duration of enrollment in the district.

Definition:
Illegal drugs are defined as any substances, including alcohol, considered illegal by Arkansas statutes or which Food and Drug Administration or the DEA control, unless prescribed by a licensed physician.

Prescription Medication:
The existence of lawfully prescribed medication in the student's sample is not a violation of this policy when taken in accordance with a physician's recommendation of prescription to a specific student. Some over-the-counter medications and food products may have similarities to unlawful drugs when tested. Students who are taking prescription medications may provide a copy of the prescription or a doctor's verification in a sealed envelope to the school personnel at the time the same is collected. The specific name of the over the-counter medication should also be disclosed to the school official. Students who refuse to provide verification and test positive will be subject to the actions specified in this policy for a positive test.

Consent Form:
Each student must have a signed student/parental/guardian drug test consent form as a requirement for participation in any extracurricular activity/tutorial/ or off-campus activity. Failure to provide the signed consent form will result in the student being prohibited from participating in such activities until the form is signed and submitted to the school. Consent forms for students participating in extra-curricular activities must be signed and returned the first two weeks of school. Students moving in the District during the school year must sign the consent form during the first two weeks of enrollment.

Selection Process:
While students are in school, they will be subject to random selection for testing. Particular days will be selected for testing. If a student is selected for testing but is absent on that day, an alternate will be chosen. The number of names drawn will be no less than (2%) or greater than (15%) of the students in grades seven

through twelve. A urinalysis will be the method utilized to test for the presence of chemicals in the body. All subjects selected must report to the designated testing site.

Testing Agency:
The district will choose a qualified agency for the purpose of processing samples and maintaining privacy with respect to test results and related matters.

Cost:
The cost of the test to be given during random selection will be paid by the district. Any test administered to a student to regain eligibility will be at the district's expense.

Refusal to Consent to Testing:
Students not consenting to be tested (in the random pool) are allowed to join clubs or organization but are not allowed to attend after school meetings, or participate in any activities of the club or organization.

Refusal to Submit to Testing:
Any participant, who refuses to submit to random drug testing, and/or re-testing, or who leaves school after notification that drug testing will occur is considered having tested positive.

Testing Procedure:
All test results from the laboratory will be communicated to the Superintendent or designee. All urine specimens will be collected in a designated restroom. Any student who is requested to provide a urine specimen will be accompanied to the collection site where the student will complete the necessary forms.

The following precautions will be taken as appropriate, at the collection site:

- The examinee will be positively identified
- The observer will ask the individual to remove any unnecessary outer garment (i.e., coat, jacket, etc.) that might conceal items or substances that could be used to tamper with or alter the urine specimen. All personal belongings (i.e., purse, backpack, etc.) must remain with the outer garments. The observer will note any unusual behavior or appearance.
- The student will be instructed to wash and dry his/her hands prior to providing the specimen. After washing his/her hands, the student will not be outside the presence of the observer and not have access to water fountains, faucets, soap dispensers or cleaning agents until after the specimen has been provided and sealed. Only one person will be allowed at a time in the washroom and processing area.
- The student will be allowed to provide the specimen in a stall or other partitioned area that allows for individual privacy. After the specimen has been provided, the student should leave the stall.
- At the collection site, toilet bluing agents will be placed in the toilet tank, whenever possible. No other source of water will be available in the enclosure where urination occurs.
- If a student fails to provide the necessary amount of urine for a valid specimen, the student will be given reasonable amounts of water for drinking and extra time to produce an adequate sample. During this time, the student will remain in the vicinity of the collection area and under the observation of the district staff.
- Immediately after collection, the observer will check the temperature of the specimen and inspect the specimen for color and signs of contaminants.
- Both the observer and student being tested will keep the specimen in view at all times while dip test is performed.

Analysis Process:
Testing protocol involves on-site collection and testing or urine samples. If a sample initially tests positive for any substance, that sample will be immediately re-tested. In the event that the second test reports negative, the same will be considered negative for reporting purposes. A second positive tests will result in the sample's being immediately delivered to an SAMHSA certified laboratory for GC/MS confirmation with results provided to the school in one or two days.

Results & Notification:

Test results will be reported to the Superintendent or his designee. All reports will be in writing. All specimens testing negative on the initial test or negative on the confirmation test will be reported as negative. Only specimens confirmed as positive will be reported as positive for a specific drug(s).

Records:
All records concerned chemical abuse testing will be maintained by the Superintendent or his designee in a separate, locked file. The records will not be kept in a student's regular file. Only the Superintendent or his designee will have access to the files. The files on each student will be destroyed upon graduation or two years after termination of enrollment. A Student and the student's custodial parent/legal guardians may obtain a copy of his chemical abuse testing records upon written request.

Positive Test Results:
Upon receipt of a positive test result for any student, a custodial parent or legal guardian will be notified and a meeting will be scheduled with the Superintendent or his designee, the student, the custodial parent or legal guardian, the student's principal, the student's head coach or sponsor when possible. The student will be placed on probation for thirty (30) days. Counseling/rehabilitation for the student will be strongly recommended for the student who tests positive. A referral/resource list will be made available to the student and parent/legal guardian. Any counseling or rehabilitation service cost will be the responsibility of the student and/or parent. The student will be placed on probation for thirty days. During probation the student may not participate or practice until a negative test, according to policy guidelines. If there are not thirty days left in the school year, the thirty-day period will carry forward to the following school year. During the probation period, the student will not be allowed to participate in extracurricular activities, which occur outside the regular school days. In order to regain eligibility after the thirty-day probationary period, the student must be tested again at the district's expense and a written copy of the results will be given to the Superintendent or his designee. If the test is negative the probation will be lifted, but the student loses his/her random status and can be tested at any time for the remainder of the year. If the test is positive, the student will not be allowed to participate in extracurricular activities for the remainder of the year. A positive retest at the end of the thirty-day probation period will be considered a second positive test. To regain eligibility for participation in activities during the next school year, a student must have a negative Chemical Screen Test. This will be administered by the district's chemical screening company and at the district's expense. Exception: A student must be retested on day thirty-one. However, certain chemicals that take more than thirty days to leave the student's system will be considered differently if a doctor's written opinion details said residual effects of that particular substance.

Nature of the Policy:
No student will be penalized academically for testing positive for illegal drugs. The results of any drug test pursuant to this policy will not be documented in any student's academic records.

Other Disciplinary Measures:
The district, by accepting this policy, is not precluded from utilizing other disciplinary measures set forth in the student handbook, and this policy does not preclude the district from taking disciplinary procedures and resulting action when founded upon reasonable belief and suspicion that a student has participated in drug related activities.

DUE PROCESS

Every student is entitled to due process in every instance of disciplinary action for which the student may be subjected to penalties of suspension or expulsion, according to Arkansas law. Prior to any suspensions, the school principal or his/her designee shall advise the pupil in question of the particular misconduct of which he or she is accused, as well as the basis for such accusation. Refer to the Steps to Eliminate Problem Situations (S.T.E.P.S) policy for appeal process. The Superintendent is authorized to modify the penalties set forth in the District's student discipline policies on a case by case basis.

4.47 POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES

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

- An active fire;
- An active tornado or earthquake;

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

"Personal electronic device" means without limitation a:

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

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

"Special school events" may include:

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

Possession of Personal Electronic Device

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

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

A student shall be deemed to not be in possession of a personal electronic device if:

Use Of Personal Electronic Device

Except as permitted by this policy, a student shall not use a personal electronic device during the school day. A student may use a personal electronic device during the school day if:

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

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

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

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

Misuse of Personal Electronic Devices

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

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

Discipline

A student may have a personal electronic device confiscated if:

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

Confiscated personal electronic devices may be picked up at the school's administration office by the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis. Students have no right of privacy as to the content contained on any personal electronic devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

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

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

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

EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year. Students who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct lockdown drill and at all schools in the District in collaboration, with local law enforcement, medical professionals, fire department officials, and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement. Students will be included in the drills to the extent that is developmentally appropriate to the age of both the students and grade configuration of the school.

Drills may be conducted during the instructional day or during non-instructional time periods. Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District's emergency communication with law enforcement method. Students shall be included in the drills to the extent practicable.

5.27 ENGLISH LEARNERS

The district shall utilize the special needs funding it receives for identified English Learners (EL) on activities, and materials listed in the DESE Rules Governing Student Special Needs Funding.

The expenditures of EL supplemental funding shall be evaluated at least annually to determine their overall effectiveness. The evaluation shall specifically address how the use of EL funds is in alignment with the district's district strategic plan in addressing identified achievement gaps and student performance deficiencies.

ENROLLMENT (Residency, Entry, Foster Children, Health Records, and Student Transfers)

Residence Requirements

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

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

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

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

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

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

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

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District's schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance; however, a student previously enrolled in the district whose parents move the student into another district or who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

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

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

4.2 Entrance Requirements

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

A. Be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS);
B. Meet the criteria outlined in Policy:
   - 4.40—HOMELESS STUDENTS; or
   - 4.52—STUDENTS WHO ARE FOSTER CHILDREN;
C. Be accepted as a transfer student under the provisions of policy 4.4; or
D. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

A student may enter kindergarten if the student:

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

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

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

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

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6—HOME SCHOOLING.

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

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
    a. A birth certificate;
    b. A statement by the local registrar or a county recorder certifying the child's date of birth;
    c. An attested baptismal certificate;
    d. A passport;
    e. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
    f. United States military identification; or
    g. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.
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 the Uniformed Services member’s home station.

"Dual status military technician" means a federal civilian employee who is:
a. Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);
b. Required as a condition of employment to maintain membership in the Selected Reserve; and
c. Assigned to a civilian position as a technician in the organizing, administering, instructing, or training of the Selected Reserve or in the maintenance and repair of supplies or equipment issued to the Selected Reserve of the United States Armed Forces.

“Eligible child” means the children of:
- Active duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;
- Veterans of the uniformed services who are injured in the line of duty and medically separated or retired;
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty;
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

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

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

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

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

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

An eligible child as defined in this policy shall:
1. Be allowed to continue the student’s enrollment at the grade level commensurate with the student’s grade level the student was in at the time of transition from the student’s previous school, regardless of age;
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in the student’s previous school;
3. Enter the District's school on the validated level from the student’s previous accredited school when transferring into the District after the start of the school year;

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

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

- Provisionally enroll, provide placement for, and enter academic course requests on behalf of the incoming student based on the student's education record provided by the student's family or the sending district;

- Provide the uniformed services family with information regarding:
  a. Career-ready pathways and other academic or education programs offered;
  b. Required academic courses for each curriculum and elective course options;
  c. School and community-sponsored extracurricular activities, including without limitation individual and team sports, clubs, junior reserve officer training corps opportunities, and Purple Star School program ambassadors; and
  d. Contact information for the designated military family education coordinator and the Purple Star School program military family education facilitator, if applicable; and
  e. Other relevant information regarding the District.

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

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

The District shall not deny the enrollment of a Uniformed Service Member dependent unless the District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the Standards for Accreditation for Public Schools and School Districts; state rules; or other applicable federal regulations, and the District timely notifies the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the lack of capacity.

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

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

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

International Exchange Students

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

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

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

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

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

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

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

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

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

4.52 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 the foster child's continuity of educational services to the fullest extent that is practical and reasonable.

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

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in the foster child's-school of origin, even if a change in the foster child's placement results in a residency that is outside the district. In such a situation, the District will work with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.

Upon notification to the District's foster care liaison by a foster child's caseworker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must

immediately enroll the foster child. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.

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

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

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

Foster Child School Choice

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

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

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

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

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

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

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

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

When a foster child transfers from the foster child's school of origin to another school in the District or into the District, the foster child or the foster parent is responsible for the foster child's transportation to and from the school the foster child transferred to. The District and the foster parent, or the foster child if the foster

child is eighteen (18) years of age, may enter into a written agreement for the District to provide the transportation to and from the school the foster child transferred to.

Health Records

The Arkansas Department of Health requires that every student entering school shall show proof (doctor, health department, or hospital statement) of complete immunizations, or have a current exemption letter from the Arkansas Department of Health. Rules and regulations pertaining to immunization requirements under authority of State Board of Health will be followed.

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.

Any student entering Kindergarten must have an approved health and developmental screening, including a physical examination. By law, any student not screened within 90 days after the beginning of school will be dropped from the school rolls and not allowed to attend until the approved examination has been completed and appropriate documentation has been forwarded to the school nurse.

4.4 Student Transfers

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

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

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

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

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the

enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.

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

4.11 EQUAL EDUCATIONAL OPPORTUNITY

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

Inquiries on non discriminations may be directed to the Superintendent at PO Box 1950, Green Forest, AR 72638 or 870-438-5201.

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

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

5.28 ENHANCED STUDENT ACHIEVEMENT FUNDING EXPENDITURES

Funding received from the state based on the number of students eligible for free and reduced-priced meals under the National Student Lunch Act shall be expended in accordance with guidelines outlined in the Division of Elementary and Secondary Education (DESE) Rules Governing Student Special Needs Funding.

Using District specific data, the District shall conduct the DESE developed needs assessment to identify areas where Enhanced Student Achievement (ESA) funds need to be directed. The District shall include the use of the District's ESA funds in the District's District Strategic Plan.

EXEMPTION POLICY (High School)

Students are eligible to be exempt from semester test(s) if they meet the following criteria:

- No ISS, Corporal Punishment, or OSS
- A average for the semester grading period and 5 or fewer unexcused or parent excused absences
- B average for the semester grading period and 3 or fewer unexcused or parent excused absences
- C average for the semester grading period and no more than 1 unexcused or parent excused absence

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. Nurse dismissal due to illness or injury
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. For purposes pre-approved by the school administration such as visiting prospective colleges, to obey a subpoena, or to attend 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 disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.

It will be the responsibility of the classroom teacher to keep an accurate record of attendance for exemption determination.

Students are encouraged to take the Semester Test if it will help their grade. Students enrolled in AP or Pre-AP classes may be required to take the Semester Test; however, the teacher may administer the test early so students are able to be exempt on the Semester Test day.

4.56 EXTRACURRICULAR ACTIVITIES (Secondary Schools)

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

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

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

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

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

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

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

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

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

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

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

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 the student has successfully passed four (4) academic courses the previous semester.

The first semester ninth-grade student meets the scholarship requirements for junior high if the student has successfully passed four (4) academic courses the previous semester.

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

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

ACADEMIC REQUIREMENTS: Senior High

In order to remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses the previous semester and have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

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

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

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 June 1 of the year the student enters grades seven through ten (7-10) shall complete a Changing Schools/Athletic Participation form as defined by AAA, which must be signed by the:

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

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

A student who transfers into the District and is enrolled in the District by June 1 of the school year the transfer student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10) shall be immediately eligible to participate in an extracurricular activity that is an athletic activity. If a transfer student is not enrolled in the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10), then the transfer student shall not be eligible to participate in an extracurricular activity that is a varsity athletic activity for up to three hundred sixty-five (365) days.

EXTRACURRICULAR ACTIVITIES (Elementary)

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

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

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

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

Extracurricular Eligibility

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

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

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, 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 mandated assessment, as applicable. The superintendent or designee may wave this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

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

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

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

4.56.2 EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A home schooled student shall not be eligible to participate for up to three hundred sixty-five (365) days if:

1. The District is the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10);
2. The District is not the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity that is a varsity athletic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10); or
3. The home schooled student withdrew from an AAA member school and participated in an interscholastic activity that is a varsity athletic activity at the student's resident district during the previous three hundred sixty-five (365) days and is seeking to participate in an interscholastic activity that is a varsity athletic activity in the District.

A student who is prohibited from participation in an interscholastic activity due to number 1 shall not become eligible to participate in any interscholastic activity until the completion of the three hundred sixty-five (365) day period. A student who is prohibited from participation in an interscholastic activity that is a varsity athletic activity due to numbers 2 or 3 shall not be eligible for full participation in an interscholastic activity that is a varsity athletic activity until the completion of the three hundred sixty-five (365) day period. A student who is not eligible for full participation may participate in tryouts, practices, classes, or other endeavors associated with the interscholastic activity until the completion of the three hundred sixty-five (365) day period.

4.56.3 EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS

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

"Private school" means a nonpublic elementary or secondary school that is a registered nonprofit and accredited or licensed by an accrediting association recognized by the State Board of Education.

"Private school student" means a student attending a private school.

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

Private school students whose parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone[2] if the private school the student attends does not offer the interscholastic activity.

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

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

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course[3] in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the

private school student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

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

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

A private school student who has met the tryout criteria and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- Standards of behavior and codes of conduct;
- Attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- Required drug testing;
- Permission slips, waivers, physical exams; and
- Participation or activity fees.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

As a parent or a student over 18 years of age, you have the right to inspect your educational records. You have the right for a hearing should you choose to challenge the contents of such records to ensure that the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of such inaccurate, misleading or otherwise inappropriate data contained therein and to insert into such records a written explanation by the parents respecting the contents of such records. Your request to inspect such records shall be complied with as soon as we can arrange it and in no case more than 45 days from the receipt of your request. The same time limits apply for a request for a hearing to challenge the contents of such records.

FIELD TRIPS

In K-5, field trips may be provided for students by classroom or grade level depending on the situation. Reward trips may also be provided for students. Criteria for these types of trips will be provided to parents and students. Field trips are an enrichment activity and considered an extension of the classroom. Students are expected to ride the bus or school-provided transportation to and from the field trip destination, unless previously approved by the principal. Permission must be granted by the parent/guardian before the child will be allowed to participate in any field trip or activity away from the school grounds. All school policies and rules apply to students while on field trips or school activities. If parents take their child home from a field trip early, they will be asked to complete an early dismissal slip, just as if they were leaving early from the school building, during a regular school day.

Students may be denied participation in extracurricular activities, such as field trips, based on criteria outlined in the **EXTRACURRICULAR ACTIVITIES (Elementary)** section of this handbook.

FLOWERS AND GIFTS

In order to minimize disruption of the school day, no deliveries of flowers, balloons, or other gifts will be made to students. Students may pick up items when they leave school for the day. No balloons or glass objects will be delivered to students who ride a bus.

FOODS OF MINIMAL NUTRITIONAL VALUE (FMNV)

Arkansas law, Act 1220, prohibits the consumption of foods of minimal nutritional value while at school to only nine times per year. Foods consumed on these nine event days must be commercially prepared and packaged. No homemade foods may be distributed. The event days are scheduled as follows: September 25, October 30, November 20, December 18, January 29, February 12, March 19, April 30, and May 19 (or the last day of school if date changes).

4.51 FOOD SERVICE PREPAYMENT

Meal Charges

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

A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance by phone or payment slip when the student's account has five dollars ($5.00) left.

Free Breakfast

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

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:[7]

- When the student's prepaid account balance has dropped to the point that the student will begin 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 Po—SCHOOL MEAL MODIFICATIONS shall receive the same type of modification for an unpaid meal.

Should a student qualify for free/reduced lunches, the parent/guardian is responsible for meal charges incurred while application is being processed which may be up to ten (10) days.

Students with a need for diet alterations must fill out a certificate of disability or provide a prescription or letter from a doctor. Menu items will be altered for medical purposes only. Medical information must be updated every two (2) years. Students without current documentation will receive regular meals.

Students may bring lunches from home or parents may deliver lunches for their students to the office. Students may not share or bring lunches for other students.

FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA

Food Sharing Table

The District has no food sharing system for food items other than milk and juice. Students who do not intend to drink milk or juice received as part of a meal may place the milk/juice in a designated ice-filled cooler located at the end of the service line where another student may retrieve it at no charge. Milk and juice may not be taken by another student unless the carton is unopened and was completely covered by ice while in the cooler. A student may not return to the cooler to place for sharing or retrieve an item after the student has left the service line.

At all times, the cooler will be under the supervision of the food service staff. Remaining items should be discarded at the end of the meal period, and no item is to remain in the cooler for longer than four (4) hours.

Removing Food Items from the Food Service Area
No student shall remove school provided food items from the food service area at the end of the meal period, especially milk, juice, and other items requiring temperature controlled environments.

Except for food service workers as required by their job duties, District employees may only remove school provided food items from the food service area when required by a 504 plan or a student's IEP.

FUND RAISING

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

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

Student participation in any fundraising activity shall:

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

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

No fund raiser will be approved by the Superintendent or Board of Directors that is a donation only, Go Fund Me, etc. All fund raisers should provide a good or a service with advertising being included as a service.

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

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

Elementary Schools (K-6)
Fund raising in the elementary schools may only be done by the school or a school sponsored organization. Door to door fundraising activities are generally discouraged, but there shall be no more than one (1) such activity per school per school year.

Schools must provide written notification of the following to parents or legal guardians of elementary students who participate in fund raising programs:

1. Student participation in fund raising programs is voluntary;
2. Students who do not participate will not forfeit any school privileges;
3. Students may not participate in fund raising programs without written parental permission returned to school authorities;
4. An elementary student who sells fund raising merchandise door to door must be accompanied by a parent or an adult; and
5. Unless the school provides supervision, parents must accept responsibility for appropriate adult supervision.

Online Fund Raisers

All school-affiliated online fund raisers must be approved by the superintendent, or the superintendent's designee. The superintendent, or the superintendent's designee, shall act as the point of contact for all school-affiliated online fund raisers. An employee may be disciplined, up to and including termination, if the employee establishes:

a. A school-affiliated online fund raiser without the permission of the superintendent, or the superintendent's designee; or
b. The employee as the point of contact for a school-affiliated fund raiser instead of the superintendent, or the superintendent's designee.

For purposes of this policy, a "school-affiliated online fund raiser" includes, but is not limited to, a fund raiser intended to raise funds for a particular teacher's classroom, grade, student club or organization, or athletic team.

GANGS AND GANG ACTIVITY

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.

The following actions are prohibited by students on school property or at school functions:

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

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds.

5.15 GRADING

Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine-(9) week grading period to keep parents/guardians informed of their student's progress.

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

The District shall use Standards-based grading in the District's elementary schools.

The grading scale and numeric values for letter grades for all schools other than elementary schools in the district shall be as follows:

A	100 – 90	4 points
B	89 – 80	3 points
C	79 – 70	2 points
D	69-60	1 point
F	59 and below	0 points

Participation grades are entered for activity classes and certain content areas as required. Students who receive participation grades will have P for "Participated" or N for "Needs Improvement" on progress reports and report cards.

The grade point values accelerated learning courses and other approved courses for weighted credit, shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

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

Semester grades for 9-12 will be based on a system that weighs each grade as 80% of the total and the semester test as 20% of the total semester grade.

GRADUATION/HONOR GRADUATE REQUIREMENTS

GRADUATION OBSERVANCES

Students may participate in *Graduation Observances*:

- If students meet graduation credit requirements
- If students DO NOT accumulate more than eight (8) unexcused absences per semester in any class period.
- If students are not under current disciplinary action that does not allow them on campus (OSS, expulsion, etc…)

In accordance with Policy 1.26 – PRESENTATION OF GRADUATION DIPLOMAS, the School Board President or his/her designee (acting board member) along with the Superintendent of Schools or his/her designee (administrative team member) shall present diplomas or diploma covers to each graduating senior in the graduation ceremony held each spring. No outside person shall present diploma or diploma covers to graduating seniors. For consistency purposes, the same board member and administrative team member shall present to all seniors walking in the graduation ceremony.

Graduation Attire

Plain cap and gown with only approved educational cords or stoles. No other items will be allowed during the graduation ceremony (ball caps, flags, sun glasses, words written on top of the caps, non-educational cords and stoles, etc…). Items that are not approved will be removed during the lineup. Boys will wear red and girls will wear white. Students need to dress appropriately under their gowns (Khakis, slacks, dresses, nice jeans without holes, etc…)

Graduation Ceremony

The graduation ceremony will take place on the football field and will be moved inside the gym if there are weather related issues. A dedicated number of tickets, determined by class size, will be given to graduating seniors for family and friends to sit on the track or in the gym. Tickets will be given out during graduation practice. Seniors must be at graduation practice to participate in the ceremony unless approved by the principal due to extenuating circumstances. Students will sit in alphabetical order for the presentation of the diplomas by High Honor Graduates, Honor / Technical Graduates, and the rest of the class to follow. Speakers at graduation may include but are not limited to class officers, student council, valedictorian and salutatorian. The principal will work with senior class sponsors to review speeches for valedictorian, salutatorian, invocation, remember whens, class response, and the benediction.

ARKANSAS ACADEMIC CHALLENGE SCHOLARSHIP

The Academic Challenge Program provides scholarships to Arkansas residents pursuing a higher education. Funded in large part by the Arkansas Scholarship Lottery, the Academic Challenge Scholarship is available to students regardless of their academic status, whether just graduating from high school, currently enrolled in college, enrolling in college for the first time, or re-enrolling after a period of time out of college.

5.17 HONOR GRADUATES

Honor Graduates must have:

- Must meet graduation observances listed above
- GPA of 3.70 or higher **(4.0 or higher starting with Class of 2030)**
- Combination of eight (8) Pre-AP, AP Courses, Honors, or concurrent college credit courses

TECHNICAL HONOR GRADUATES

Technical Honor Graduates must have:

- Must meet graduation observances listed above
- GPA of 3.70 or higher **(4.0 or higher starting with class of 2030)**
- Combination of eight (8) Pre-AP, AP Courses, Honors, with at least 4 concurrent college credit courses coming from Connect 4 or the UA Northark Technical Center.

HIGH HONOR GRADUATES

High Honor Graduates must have:

- Must meet graduation observances listed above
- GPA of 4.00 or above **(4.2 or higher starting with the Class of 2030)**
- Combination of eight (8) Pre-AP, AP Courses, Honors, or concurrent college credit courses
- Six (6) additional AP or concurrent courses

*Only 4 concurrent technical courses will be accepted towards high honor distinction.

Honor Graduate and High Honor Graduate designation is awarded only to students receiving a Green Forest diploma.

VALEDICTORIAN/SALUTATORIAN

To be considered Valedictorian or Salutatorian for graduation, the students must have been continuously enrolled in the district for the last four (4) consecutive semesters. The top two seniors that are High Honor Graduates, ranked according to GPA from the fall semester of their senior year, will be designated as Valedictorian and Salutatorian. If there is a tie for first place, students will be Co-Valedictorians and the next rank will be designated Salutatorian. The cumulative GPA and class rank shall be derived from courses taken in grades 9-12 with the exception of approved high school credit taken prior to 9th grade (Ex: Algebra I, Physical Science, etc…)

SCHOLARSHIP FOR HIGH HONOR GRADUATES

A $500 scholarship will be awarded to all high honor graduates who are accepted and enrolled in an institution of higher education.

HONOR GRADUATE RECOGNITION

An honor banquet will be held in the spring to recognize students who meet graduation requirements for Honor and High Honors. Students graduating with High Honors will receive a medallion at the honor banquet, which will be worn during graduation and baccalaureate ceremonies. Students graduating with Honors or High Honors will receive a gold cord at the honor banquet.

Parents or guardians of a student, or a student eighteen (18) years of age or older, who choose to not have the student publicly identified as an honor roll or honor graduate student must submit a written request that the student not be so identified.

GUIDANCE COUNSELORS

The guidance department is a provider of a wide range of services to the school district and the students. Scheduling of classes, registration, state-mandated and other testing programs along with personal/educational counseling are handled through this office. Counselors are available to assist students in the process of personal, social, educational, and career development. Individual or group counseling is also provided for the students.

Students and their parents may obtain information about colleges, trade schools, technical schools, and occupations through the use of computer software programs that are available, as well as other reference

materials. In order for students, teachers, and parents to utilize the counseling program to its fullest potential, the making of appointments through the guidance secretary is encouraged for routine or non-crisis visits. Students will be able to schedule visits to the guidance office and receive passes before school. Crisis visits to the office will be handled on an "as needed" basis.

HALL PASS

Students are not allowed to disturb classes by being in the halls unless it is absolutely necessary. To leave a classroom during regular class time, a student must use a hall pass. The teacher will not excuse a student to report to another teacher unless there is a verbal or written request. Students who do not have a hall pass signed by a teacher will face disciplinary action.

HOME SCHOOLING

Enrollment in Home School

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

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

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

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

The notice shall include:

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

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

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

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

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

Enrollment or Re-Enrollment in Public School

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

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

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

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

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

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

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

HOMECOMING

Students are eligible to participate in Football or Basketball Homecoming Court no more than two times during the four years in High School; the first time can be during Freshman, Sophomore, or Junior year and the second time during Senior year. These guidelines will be followed for the selection and presentation of the Homecoming Court:

Formal Gown

- All Maids will be required to wear a formal gown.
- Dress color – The girls can choose to wear a formal gown that is red, white, black, or silver.

Maid/Escort Selection

- The office will generate rosters for all female students at each grade level (9-12) to be used as ballots. An announcement will be made instructing the girls to have their name removed from the ballot if they do not wish to be considered for that Homecoming Court. Having their name

removed for a particular homecoming consideration will not make them ineligible for future Homecoming Court consideration.

- The voting process will be as follows:
    - Once the ballot has been finalized, the male athletes in each grade level participating in the designated sport will vote to select their Homecoming maids. Grades 9–11 will elect two maids per grade level, while the senior class will elect three maids.
    - After the three senior maids have been selected, the senior high teams associated with the specific Homecoming event will vote by individual ballot to determine the Homecoming Queen. The winner will be announced immediately following the completion of voting.
    - If a grade level does not have any male athletes participating in the designated sport, the entire male team associated with that Homecoming event will cast the votes for that grade level.

- Each maid will be given the opportunity to choose her escort from the male athletes in the corresponding grade level that participate in the sport the homecoming is representing

Homecoming Court Presentation

- The Homecoming Court will be introduced to the student population at the pep assembly the afternoon of the homecoming game. The maids will be escorted by the student athletes.
- The parent/family member will escort each maid with the student athletes during the evening ceremony.

HOMELESS

The Green Forest School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. 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. A homeless student shall be immediately eligible to participate in interscholastic activities at the school in which the student is enrolled.

Students shall be considered homeless if they lack a fixed, regular, and adequate nighttime residence and:

a. are
    - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
    - living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative
    - adequate accommodations;
    - living in emergency or transitional shelters;
    - abandoned in hospitals; or

b. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
c. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
d. are migratory children who are living in circumstances described in clauses (a) through (c).

4.8 HOMEWORK/MAKE-UP WORK

Homework is an extension of the regular school day; therefore if given, it should supplement, compliment, and reinforce classroom teaching and learning. Teacher-`s will not use unrelated homework as a disciplinary measure. Purposeful homework varies from day to day with each pupil, depending upon his/her educational capacity, potential and need. Teachers should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.

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

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

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

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

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

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

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.

5.17 HONOR ROLL

Students in Grades 1-8 who have all A's or all A's and B's for the grading period will be recognized as honor roll students for that grading period. Students in grades K-6 who maintain a 3.4 grade point average (GPA) for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester. Students in Grades 7-12 who maintain a 3.4 GPA for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester. Athletics is not included in GPA calculations except for the first semester that a student takes the class.

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; or
E. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating "up-to-date", "complete", "adequate", and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted as a history of varicella disease must be documented by a licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the student's record.

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

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

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

Temporary Admittance

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

Students who are in process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student

received the vaccinations set forth in the schedule may lead to the revocation of the student's temporary admittance; such students shall be excluded from school until the documentation is provided.

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

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

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

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

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

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

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

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

INCLEMENT WEATHER/SCHOOL CLOSINGS

School closings due to bad roads, inclement weather, or any emergency conditions that may endanger students will be announced over KTHS (107.1) radio station. This information will also be published on the school website and communicated through our parent notification system by phone or text message.

INTERNET SAFETY AND ELECTRONIC DEVICE USE

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

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

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

Technology Protection Measures

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

(A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

(B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

(C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use and Safety

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

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

Misuse of Internet

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

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

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

1. Conditional Privilege: The Student's use of the district's access to the Internet is a privilege conditioned on the Student's abiding to this agreement. No student may use the district's access to the Internet

whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed the Agreement.

2. Acceptable Use: The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal and and regulations and any State laws and rules. The Student also agrees to abide by any Internet use rules instituted at the Student's school or class, whether those rules are written or oral.
3. Penalties for Improper Use: If the Student violates the Student Internet Use Agreement and misuses the Internet, the Student shall be subject to disciplinary action. [Note: A.C.A. § 6-21-107 requires the district to have "…provisions for administration of punishment of students for violations of the policy with stiffer penalties for repeat offenders]

First violation shall result in an immediate suspension of the student's use privileges, a warning and discussion about proper use before the student will be allowed to regain privileges. Second violation shall result in suspension from computer usage for four (4) days. Third violation shall result in suspension of computer usage for eight (8) days and a meeting with parent will be required before student will be allowed to resume privileges. Further incidents will result in suspension of privileges for a time period determined by administrative personnel. Additional consequences relating to infractions outlined in the discipline section of this handbook may be implemented as appropriate. Depending on the violation, the student could lose all privileges to use school computers in the future and students are responsible for all monetary charges resulting from any computer usage not approved of. The student's use of the district's access to the Internet is a privilege conditioned on the student's abiding to the guidelines listed below, as well as all federal and state laws and regulations.

4. "Misuse of the District's access to the Internet" includes, but is not limited to, the following:
    A. using the Internet for other than educational purposes;
    B. gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law;
    C. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
    D. making unauthorized copies of computer software;
    E. accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member;
    F. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
    G. posting anonymous messages on the system;
    H. using encryption software;
    I. wasteful use of limited resources provided by the school including paper;
    J. causing congestion of the network through lengthy downloads of files;
    K. vandalizing data of another user;
    L. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
    M. gaining or attempting to gain unauthorized access to resources or files;
    N. identifying oneself with another person's name or password or using an account or password of another user without proper authorization;
    O. invading the privacy of individuals;
    P. divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, address, and phone number.
    Q. using the network for financial or commercial gain without district permission;
    R. theft or vandalism of data, equipment, or intellectual property;
    S. attempting to gain access or gaining access to student records, grades, or files;
    T. introducing a virus to, or otherwise improperly tampering with the system;
    U. degrading or disrupting equipment or system performance;
    V. creating a web page or associating a web page with the school or school district without proper authorization;
    W. providing access to the District's Internet Access to unauthorized individuals;
    X. failing to obey school or classroom Internet use rules; or

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

5. Liability for Debts: Students and their cosigners shall be liable for any and all costs (debts) incurred through the student's use of the computers or access to the Internet including penalties for copyright violations.
6. No Expectation of Privacy: The Student and parent/guardian signing the Student/Parent Handbook Signature page agree that if the Student uses the Internet through the District's access, that the Student waives any right to privacy the Student may have for such use. The Student and the parent/guardian agree that the district may monitor the Student's use of the District's Internet Access and may also examine all system activities the Student participates in, including but not limited to e-mail, voice, and video transmissions, to ensure proper use of the system. The District may share such transmissions with the Student's parents/guardians.
7. No Guarantees: The District will make good faith efforts to protect children from improper or harmful matter which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.

Technology and Chromebook Use

Students and their parents/guardians are reminded that use of school technology is a privilege and not a right and that everything done on any school owned computer, Chromebook, network, or electronic device may be monitored by school authorities. Inappropriate use of school technology may result in limited or banned computer use, disciplinary consequences, removal from courses, loss of credit, failing grades, and/or legal action as stated in the Student Code of Conduct.

Inventory Control, Insurance, and Damage

Students will not receive a Chromebook until any previous Chromebook obligations for loss and/or damages have been met. All students Transferring/Withdrawing from the district must turn in their Chromebook and accessories on their last day of attendance. Failure to do so will result in the student being charged the full $265.00 replacement cost. Additionally, a report of stolen property with the local law enforcement agency will be filed by the school or school designee.

Students are expected to bring a fully charged Chromebook and AC adapter to school every day. They are to bring their Chromebook and AC adapter to all classes unless specifically advised not to do so by their teacher.

Internet/Technology Use and Safety Policy (Aligned with NIST Moderate Standards)

1. Introduction

The Green Forest School District (GFSD) is committed to providing students with access to technology resources that enhance learning, promote digital literacy, and prepare them for future success. This Student Technology Acceptable Use and Safety Policy outlines the responsible, ethical, and safe use of all GFSD-provided (including but not limited to computers, laptops, tablets, Chromebooks, mobile devices, internet access, network resources, software, and online services) while on school premises, during school-sponsored activities, or when using GFSD-provided resources off-site.

This policy is aligned with the principles and security controls outlined in the National Institute of Standards and Technology (NIST) Special Publication 800-53, Moderate Baseline, to ensure the confidentiality, integrity, and availability of our technology resources and the safety of our students.

2. Purpose

This policy aims to:

- Define acceptable and unacceptable uses of GFSD technology resources.
- Promote responsible digital citizenship and ethical online behavior.
- Ensure the safety and security of students while using technology.
- Protect the integrity and security of GFSD's network, systems, and data.
- Outline the consequences of violating this policy.

3. Scope

This policy applies to all students in the Green Forest School District who use any technology resources provided by the district or connect to the GFSD network while on school premises or during school-sponsored activities.

4. Acceptable Use Guidelines

Students shall use technology resources in a manner that is:

- **Educational:** For legitimate educational purposes, including research, assignments, communication with teachers and peers for school-related projects, and accessing approved educational resources.
- **Respectful:** Communicating respectfully and appropriately with others, avoiding harassment, cyberbullying, discrimination, hate speech, and any form of offensive or inappropriate language or content.
- **Responsible:** Using resources efficiently, conserving bandwidth, and adhering to software licensing agreements and copyright laws.
- **Secure:** Protecting their accounts and passwords, reporting any security concerns or suspicious activity to a teacher or administrator immediately, and refraining from attempting to bypass security measures.
- **Compliant:** Adhering to all applicable federal, state, and local laws, as well as GFSD policies and regulations.

Specific Acceptable Uses May Include:

- Accessing approved online educational platforms and resources.
- Completing and submitting assignments electronically.
- Collaborating with classmates on school projects using approved tools.
- Communicating with teachers and staff through approved channels.
- Conducting research for school-related projects under the guidance of educators.
- Utilizing assistive technologies for students with disabilities.

5. Unacceptable Use Guidelines

Students are strictly prohibited from engaging in the following activities:

- **Unauthorized Access:** Attempting to access or use accounts, files, networks, systems, or data for which they do not have explicit permission. This includes attempting to bypass security measures or gain administrative privileges.
- **Cyberbullying and Harassment:** Creating, sending, or displaying messages or content that is threatening, harassing, discriminatory, bullying, or offensive towards others.
- **Inappropriate Content:** Accessing, creating, storing, or distributing content that is obscene, pornographic, sexually suggestive, violent, or harmful to minors.
- **Illegal Activities:** Engaging in any illegal activities online, including but not limited to copyright infringement, software piracy, gambling, or accessing illegal websites.
- **Intentional Damage:** Intentionally damaging, altering, or disrupting the operation of any technology resource, including hardware, software, networks, or data. This includes introducing viruses, malware, or other harmful software.

- **Misrepresentation:** Impersonating another person online or providing false information.
- **Commercial Use:** Using GFSD technology resources for personal financial gain or commercial purposes.
- **Personal Use:** Using GFSD technology resources for personal entertainment or activities unrelated to educational purposes during instructional time.
- **Circumventing Filters:** Attempting to bypass or disable internet content filters or other security measures implemented by GFSD.
- **Unauthorized Software/Hardware:** Installing or using unauthorized software or hardware on GFSD-owned devices or the GFSD network without explicit permission from the Technology Department.
- **Violation of Privacy:** Sharing personal information (own or others') without consent, including addresses, phone numbers, passwords, or sensitive details online.
- **Unauthorized Monitoring:** Using technology to monitor or record others without their knowledge or consent, where such monitoring is not part of legitimate educational activities supervised by staff.

6. Personally Owned Devices

Students are not permitted to bring or use personally owned devices on school premises.

7. Network Security and Monitoring (Aligned with NIST Moderate Controls)

GFSD implements various security measures to protect its network, systems, and data, including:

- **Access Control:** Implementing user authentication and authorization mechanisms to control access to resources based on roles and permissions.
- **Network Segmentation:** Dividing the network into logical segments to limit the impact of security incidents.
- **Intrusion Detection and Prevention:** Utilizing systems to monitor network traffic for suspicious activity and block potential threats.
- **Content Filtering:** Employing filters to block access to inappropriate or harmful online content.
- **Malware Protection:** Implementing antivirus and anti-malware software on district-owned devices.
- **Regular Security Updates and Patching:** Maintaining up-to-date software and operating systems to address known vulnerabilities.
- **Audit Logging:** Maintaining logs of system access and activities for security monitoring and incident response.
- **Incident Response Plan:** Having a documented plan to address security incidents and data breaches.

Students should be aware that their use of GFSD technology resources, including network activity, may be monitored and logged for security, compliance, and educational purposes. GFSD reserves the right to review student online activity at any time and any instance of policy violation or illegal activity will be promptly reported.

8. Privacy

GFSD is committed to protecting the privacy of students in accordance with applicable laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA).

- **Collection of Information:** GFSD will only collect necessary personal information from students for legitimate educational purposes.
- **Use of Information:** Student personal information will be used responsibly and only for the purposes for which it was collected.
- **Disclosure of Information:** Student personal information will not be disclosed to third parties without appropriate consent or legal justification.

- **Data Security:** GFSD will implement reasonable security measures to protect student personal information from unauthorized access, use, or disclosure (PS-8).

Students should exercise caution when sharing personal information online and be aware of the privacy settings of online platforms and services they use.

9. Consequences of Policy Violations

First violation shall result in an immediate suspension of the student's use privileges, a warning and discussion about proper use before the student will be allowed to regain privileges. Second violation shall result in suspension from computer usage for four (4) days. Third violation shall result in suspension of computer usage for eight (8) days and a meeting with parent will be required before student will be allowed to resume privileges. Further incidents will result in suspension of privileges for a time period determined by administrative personnel. Additional consequences relating to infractions outlined in the discipline section of this handbook may be implemented as appropriate. Depending on the violation, the student could lose all privileges to use school computers in the future and students are responsible for all monetary charges resulting from any computer usage not approved of. The student's use of the district's access to the Internet is a privilege conditioned on the student's abiding to the guidelines listed below, as well as all federal and state laws and regulations.

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

10. Reporting Violations

Students who encounter or witness any violation of this policy, including cyberbullying, harassment, or the presence of inappropriate content, are expected to report it immediately to a teacher, administrator, or other trusted adult.

11. Device Usage

Technology and Chromebook Use:

Students and their parents/guardians are reminded that use of school technology is a privilege and not a right and that everything done on any school owned computer, Chromebook, network, or electronic device may be monitored by school authorities. Inappropriate use of school technology may result in limited or banned computer use, disciplinary consequences, removal from courses, loss of credit, failing grades, and/or legal action as stated in the Student Code of Conduct.

Inventory Control, Insurance, and Damage:

Students will not receive a Chromebook until any previous Chromebook obligations for loss and/or damages have been met. All students Transferring/Withdrawing from the district must turn in their Chromebook and accessories on their last day of attendance. Failure to do so will result in the student being charged the full replacement cost. Additionally, a report of stolen property with the local law enforcement agency will be filed by the school or school designee.

Estimated Costs of Chromebook parts and replacements (subject to change)

- Replacement - $165.00-$330.00 (Factoring in depreciation for older units)
- Regular Screen - $50.00
- Touch Screen - $75.00
- Keyboard/Touchpad - $50.00
- Replacement Case - $15.00 ea
- Power cord - $25.00
- Housing - $45.00

*Students are expected to bring a fully charged Chromebook and AC adapter to school every day. They are to bring their Chromebook and AC adapter to all classes unless specifically advised not to do so by their teacher.

12. Policy Review and Updates

This policy will be reviewed and updated periodically to reflect changes in technology, legal requirements, and best practices. Students and parents will be notified of any significant revisions.

4.28 LASER POINTERS

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

LIBRARY MEDIA CENTER

Conduct

Students are expected to conduct themselves in a library-appropriate manner. Students who do not adhere to the following media center rules will be asked to leave.

Rules

Because of the range of resources available and the variety of activities conducted in the library media center, the following rules will be enforced:

- Students are expected to talk quietly so other students aren't disturbed.
- Students are expected to return books on time; return materials in the same condition in which they were borrowed; treat all items in the library media center with respect and care; and be accountable for their own actions.
- A signed computer contract must be on file before students are allowed access to the computers.
- Students are expected to use computers for completing school-related projects only.
- Games, chat rooms, instant messaging, or personal use is not allowed.
- Students are expected to leave computers in the same condition in which they began using them; students may not change backgrounds or homepages, download programs, etc.
- Students should not take materials from the Media Center without first checking them out at the circulation desk.
- Free Flow students must sign in and out.
- Permission from the library media specialist must be given before a student leaves to go to the restroom, locker, or to check with the classroom teacher.

Student Circulation

- Students may check out materials in their name only. Students may not check out materials for other students.
- Materials are to be renewed or returned by the date due. The material must be returned to renew it.
- Reference books may not be checked out.
- Students are responsible for all materials he/she checks out.
- Parents/guardians will be financially responsible for any lost or damaged books.

Library Hours

The library media centers are open during regular school hours.

Library Usage

Elementary: The elementary library media center is an integral part of the K-3 instructional program. Through regularly scheduled classes, students are encouraged to view and access a wealth of books, magazines, and electronic sources and trained to effectively use information for communicating thoughts and ideas. K-1 students may check out one book at a time for two weeks. 2-3 grade students may check out two books at a time for a period of two weeks.

Intermediate/Middle School: The library media center is an integral part of the Grade 4-8 instructional program. Through regularly scheduled library classes as well as free flow activities, students are encouraged to view and access a wealth of books, periodicals, and electronic sources and trained to effectively use information for communicating thoughts and ideas. Each student may have one item checked out for one week.

High School: The library media center is an integral part of the Grade 9-12 instructional program. Through structured library and research instruction as well as free flow activities, students are encouraged to view and access a wealth of books, periodicals, and databases; to conduct print or digital research for school assignments; and to effectively and ethically use information for communicating thoughts and ideas. Free flow activities require a pass from the supervising teacher. Each student may have up to two items checked out. Items are checked out for a period of two weeks.

5.7 SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

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

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

Selection Criteria

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

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

Retention and Continuous Evaluation

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three (3) years.

Gifts

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

Kindergarten Through Grade Five (K-5) Libraries

The library media center located in a District elementary school that serves students in kindergarten through grade five (K-5) shall store non-age-appropriate sexual content, including without limitation a book or other resource that is located in the library media center that is available to the public, in a locked compartment.

For purposes of this policy, "non-age-appropriate sexual content" means any materials that include explicit instruction, promotion, or advocacy of sexual ideology, behaviors, or orientations that are not developmentally appropriate for kindergarten through grade five (K-5) students.

A student enrolled in the school shall not view or check out a book or other resource that concerns non-age-appropriate sexual content without the prior written approval from the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

District staff who are found to have knowingly violated the provisions of this section of the policy shall be disciplined in accordance with A.C.A. 6-25-107.

Challenges

The parent, legal guardian, person having lawful control of a student, or person acting in loco parentis of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process.

Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

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

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

The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. All meetings of the committee shall be open to the public. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet to discuss the material. The committee shall vote to determine whether the contested material shall be relocated within the media center's collection to an area that is not accessible to minors. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant.

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

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.

NON-DISCRIMINATION POLICY

It is the policy of the Green Forest School District to provide equal opportunities without regard to race, color, national origin, sex, age, qualified handicap, or veteran status in its educational programs and activities. This includes, but is not limited to, enrollment, educational services, and employment. Inquiries concerning application of this policy may be referred to the Green Forest School District Equity Coordinator.

PARENT AND FAMILY ENGAGEMENT

The Green Forest School District recognizes that parents play a crucial role in the success of their children at school. We encourage all parents to be full partners in the education of their children. The school district has developed a parental involvement plan as prescribed by Arkansas law and the rules of the Arkansas Department of Education. The main goal of the plan is to create a caring partnership to support our students. These plans, which are reviewed annually, reflect the district's commitment to build parental involvement through the following components: communicating about school programs and student progress, recruiting family volunteers, involving families with learning activities at home, including families in school-decision-making, assisting families with parenting skills, and collaborating with the community to coordinate resources and services.

Parents can access their student's grades using Home Access Center (HAC) and are welcome to contact staff using school phone numbers or email. Parents are encouraged to view the Title I Plan located in the parent resource center, media center or on the school website. Informational packets are distributed during Parent Teacher Conferences each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate. As funds are available, the district will purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review.

The school will engage parents in the annual evaluation of the Title I, Part A Program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents and school staff. A parent interest survey will be distributed during a parent meeting to obtain information from parents concerning the beneficial activities to support their child academically. While collecting evidence about satisfaction with the program and the school's efforts to increase parental

involvement will be a part of the evaluation, the survey will also collect specific information on the growth in number of parents participating in workshops and meetings; specific needs of parents; effectiveness of specific strategies; and engagement of parents in activities to support student academic growth.

PARENT/TEACHER CONFERENCES

Please make arrangements in advance for conferences with a teacher. Conference will be scheduled during non-instructional times. Regularly scheduled conferences will be held between teachers and parents concerning the progress of their child/children. The specific dates will be publicized in advance of the designated conference days.

5.2 PLANNING FOR EDUCATIONAL IMPROVEMENT

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

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

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

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

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

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

The District shall annually submit a District Strategic Plan (DSP) to the Division of Elementary and Secondary Education by June 30 for review for the upcoming school year. The DSP shall include, without limitation:

- A literacy and mathematics plan that addresses student supports and acceleration opportunities based on student data and outcomes;
- Information regarding the prioritization and intended use of funding, including, without limitation, Enhanced Student Achievement Funding;
- The support the District will provide to the District's schools identified as in need of targeted support, comprehensive support, or both; and
- Health and wellness goals.

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

The District's Board of Directors shall hold a meeting annually to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting, with the most recent annual report posted by September 1 of each year.

The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

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 others 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 who choose to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

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

PERMANENT RECORDS/TRANSCRIPTS

Permanent school records, as required by the Division of Elementary and Secondary Education (DESE), shall be maintained for each student enrolled in the District until the student graduates 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 upon the transfer of the student to another district.

Students shall request that a transcript of their work be sent to another institution in the counselor's office. There is no charge for transcripts, but none will be sent unless a request is made. The transcript sent to colleges includes the following:

1. First and second semester grades beginning with eight grade
2. Student's rank in class
3. Test information

PROMOTION/RETENTION POLICY

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

Each time a student is assessed by use of a high-quality literacy screener, with results at least once each semester, the parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8^{th}) 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 transferrable in the same manner as those of grades, course credits, and promotions from other accredited Arkansas public educational entities.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student, 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, the final decision to promote or retain shall rest with the principal.

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:

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

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

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

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

An SSP shall be created:

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

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

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

It is the responsibility of the student to apply consistent and sustained effort toward learning experiences that are assigned. Promotions from grade to grade should be based on mastery of the academic standards for that grade level and a consideration of the best interests of the student concerned. Should a student be recommended for retention, the parent/guardian shall be informed of progress throughout the review process and shall be provided a conference prior to the final decision being made. This shall be done prior to the final 9 weeks of school. Academic achievement, emotional and social maturity and other factors will be carefully considered when individual students are recommended for retention.

CLASSIFICATION OF STUDENTS GRADES 9-12

Freshmen:	Those students promoted from the 8th to 9th grade
Sophomores:	Those students who earned at least 6 credits their Freshman year
Juniors:	Those students who earned at least 12 credits their Freshman and Sophomore years
Seniors:	Those students who earned at least 17 credits their Freshman, Sophomore, and Junior years

THIRD GRADE PROMOTION

In accordance with the Arkansas LEARNS Act and the Arkansas Right to Read Act, students in third grade are expected to meet the state-established reading standards in order to be promoted to fourth grade. Beginning with the 2025-2026 school year, students who do not meet the required reading benchmark on the Grade 3 ATLAS English Language Arts assessment may be retained in third grade unless the student qualifies for a state-approved good cause exemption.

Good cause exemptions may include, but are not limited to:

- English Learners with fewer than three years in an English Learner program;
- Students with qualifying disabilities and documented intensive reading interventions;
- Students previously retained;
- Students qualifying through an approved assessment portfolio or other state-approved exemption criteria.

The district will provide reading intervention, progress monitoring, and parent communication for students identified as at risk for reading deficiencies in accordance with Arkansas law. Promotion and retention decisions will follow all requirements established by the Arkansas Department of Education.

Placement of Transfer Students
Students transferring into the district from another accredited school district will generally be placed in the grade level assigned by the student's previous school. The district reserves the right to review academic records, assessment data, attendance records, and other relevant information to determine the most appropriate educational placement for the student.

REPORT CARDS/PROGRESS REPORTS

Report cards will be issued following the end of each nine-week grading period. Progress reports will be issued every five weeks of each nine-week grading period to all students to inform parents of student progress. Progress can also be tracked by accessing Home Access Center (HAC) from the school's website at www.gf.k12.ar.us.

SCHEDULE CHANGES

First semester schedules may be changed during the first week of school. Students who need to make a schedule change shall make an appointment with the counselor to get their schedule change approved. Schedule changes for the second semester will be made during the first week of the second semester

4.50 SCHOOL CAFETERIA INFORMATION/SCHOOL MEAL MODIFICATIONS

A breakfast and hot lunch program is provided in the cafeteria for the benefit and convenience of both the student and parent. Except for requests to receive "lactose free" milk, the district only provides modified meal components on menus to accommodate students with a disability. 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 submit a written request for their student to be provided "lactose free" milk. The parent's request is not required to be accompanied by a medical statement in order for it to be granted.

Parents may file a grievance regarding the request for modifications with the District's 504 Coordinator, who will schedule a hearing on the grievance to be held as soon as possible. The 504 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.

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

4.5 SCHOOL CHOICE

Exemption

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

Definitions

"Lack of capacity" means, based on the maximum student to teacher ratio allowed under federal law; state law; the Rules Governing the Standards for Accreditation for Arkansas Public Schools and School Districts; state rules; or other applicable federal regulations, that ninety-five percent (95%) or more of the seats at the grade level in which the student would be assigned at the nonresident school are filled on the date the school choice application is made.

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

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

Annual Reporting

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

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

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

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

Standard School Choice

Transfers into or Within the District

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

The District shall advertise in appropriate broadcast media and either print media or on the internet to inform students and parents in the District and adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.

Application Process
The student's parent shall submit a school choice application on a form approved by DESE to:
- This District and the student's resident district for students transferring into the District; or
- Only this District for students transferring to another school within the District.

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

Except for students who are transferring under Uniformed Service Member Dependent School Choice, no earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By no later than the fifteenth (15th) calendar day following the receipt of an application, the Superintendent shall notify the following, in writing, of the decision to accept or reject the application:
- For transfers within the District, the student's parent; or
- For transfers into the District, the student's parent and the student's resident district.

Accepted Applications
Applications which fit within the District's stated capacity standards shall be provisionally accepted in writing. A student's acceptance shall be effective on the earlier of:
1. The day the District provides notification to the student of the student's acceptance; or
2. The day the State Board grants an appeal of the student's application.

The written notice of acceptance shall inform the student that the student has ten (10) school days from when the notice is received to either:
A. Enroll in the district or in the other District school; or
B. Inform the district that the student intends to enroll in the district or the other District school at the start of the next school year.

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

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

seeks another school choice transfer. A subsequent transfer application will be subject to the capacity standards applicable to the year in which the application is considered by the District.

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

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

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

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

An application may be provisionally rejected if it is for an opening that was included in the District's capacity resolution, but was provisionally filled by an earlier applicant. A provisionally rejected applicant could be provisionally approved and would have to meet the acceptance requirements to be eligible to enroll in the District or another district school if:~~.~~

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

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

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

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

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

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

Opportunity School Choice

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

- Either:
  - The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
  - The student's assigned school has a rating of "F"; and
  - The parent or the student, if the student is eighteen (18) years of age or older, believes it is in the best interest of the student to transfer to a nonresident school district or nonresident school; and

- Except for students who are transferring under Uniformed Service Member Dependents School Choice, the student's parent, or the student if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer by no earlier than January 1 and no later than June 1 of the school year before the school year the student intends to transfer to the District for students transferring within the District or both the sending and receiving school districts for students that are transferring into the District.

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

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

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

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

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

Transfers out of, 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 or students, if over eighteen (18) years of age, as soon as practicable after the school or district designation is made of all options available under

Opportunity School Choice. The District shall offer the parent or the student, if the student is over eighteen (18) years of age, an opportunity to 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 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 shall submit a school choice application by mail, e-mail, or in person to the student's resident district only for transfers within the District or to both the student's nonresident district and resident district. The application shall be accompanied by:

a. A copy of the identification card of the student's parent that qualifies the student under Uniformed Service Member Dependent School Choice; and
b. A copy of the official orders, assignment notification, or notice of mobilization of the student's parent.

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

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

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

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

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

A student's parent shall be responsible for transportation of the student.

Unsafe School Choice Program

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

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

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

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

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

SEX DISCRIMINATION AND SEX-BASED HARASSMENT

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

The District believes the best policy to create an educational and work environment free from sex discrimination and sex-based harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual-based 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 sex-based harassment;
- The District's written procedures governing the formal complaint grievance process;
- The process for submitting a formal complaint of sex discrimination and sex-based harassment;
- That the district does not tolerate sex-based harassment;
- That students and employees can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sex-based harassment; and
- The potential discipline for perpetrating sex-based harassment.

Definitions

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sex discrimination or sex-based harassment.

"Complaint" means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged sex discrimination or sex-based harassment.

"Education program or activity" includes locations, events, or circumstances where the District exercised substantial control over both the respondent and the context in which the sex discrimination or sex-based harassment occurs.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination or sex-based harassment.

"Sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:
   a. Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct; or
   b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
   a. Unwelcome; and
   b. Is subjectively and objectively offensive and so severe or pervasive that it effectively limits or denies a person the ability to participate in or benefit from the District's education program or activity based on the totality of the circumstances; or
   c. Constitutes:
   d. Sexual assault;
   e. Dating violence
   f. Domestic violence; or
   g. Stalking.

"Supportive measures" means individualized services that are offered to the complainant or made available to the respondent designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party. The supportive measures must be non-

disciplinary and non-punitive in nature; offered before or after the filing of a formal complaint or where no formal complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District's educational environment, or deter sex-based harassment; counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; restrictions on contact between one or more parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

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

Actionable sex-based 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, sex-based 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 sex-based harassment include, but are not limited to:

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students or employees as to sexual activity or performance;
- Circulating or showing e-mails or Web sites of a sexual nature;
- Treatment based on an individual's pregnancy or pregnancy related conditions;
- 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 sex-based harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sex-based harassment, are encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, Title IX coordinator, or administrator. If the District staff member who received a report of alleged sex-based harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sex-based harassment. As soon as reasonably possible after receiving a report of alleged sex-based harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- Explain to the complainant the process for filing a formal complaint; and
- Provide the complainant information on the District's grievance procedures.

Title IX Coordinator Initiated Complaint

In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, the Title IX Coordinator shall determine whether to initiate a complaint. When determining whether or not to initiate a complaint, the Title IX Coordinator shall consider the following factors, at a minimum:
The complainant's request not to proceed with initiation of a complaint;
The complainant's reasonable safety concerns regarding initiation of a complaint;
The risk that additional acts of sex discrimination or sex-based harassment would occur if a complaint is not initiated;

1. The severity of the alleged sex discrimination or sex-based harassment, including whether it would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
2. The age and relationship of the parties, including whether the respondent is a District employee;
3. The scope of the alleged sex discrimination or sex-based harassment, including information suggesting a pattern, whether the sex discrimination or sex-based harassment is ongoing, or the sex discrimination or sex-based harassment is alleged to have impacted multiple individuals;
4. The availability of evidence to assist a decisionmaker in determining whether sex discrimination or sex-based harassment occurred; and
5. Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

After considering these and other relevant factors, the Title IX Coordinator may initiate a complaint if the Title IX Coordinator determines that the conduct as alleged:

A. Presents an imminent and serious threat to the health or safety of the complainant or other person; or
B. Prevents the District from ensuring equal access on the basis of sex to its education program or activity.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall notify the complainant prior to doing so and appropriately address reasonable concerns about the safety of the complainant or others, which may include providing supportive measures.

Supportive Measures

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

The Title IX Coordinator shall designate an individual to whom the District's providing, denying, modifying, or terminating of supportive measures may be appealed. The designated individual shall have authority to modify or reverse the District's decision if it is determined that the decision to provide, deny, modify, or terminate the supportive measure(s) was inconsistent with the definition of supportive measures. A party shall have the opportunity to seek additional modification or termination of a supportive measure applicable to them if there is a material change in circumstances.

Students With Disabilities

If a complainant or respondent is a student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team or the student's 504 team to ensure compliance with the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973 throughout the grievance process.

Formal Complaint

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

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sex-based harassment including sufficient details known at the time to allow the parties to respond to the allegations. Sufficient details include:
  - The identities of the parties involved in the incident, if known;
  - The conduct allegedly constituting sexual harassment; and
  - The date and location of the alleged incident, if known;

- A statement that the respondent is presumed not responsible for the alleged conduct and that determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that retaliation is prohibited;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant, and not otherwise impermissible, to the complaint of sex-based harassment; and
- That the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

The District may consolidate complaints of allegations of sex-based harassment where the allegations of sex-based harassment arise out of the same facts or circumstances and the complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

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

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation; this includes evidence:
    - Whether obtained from a party or other source;
    - The District does not intend to rely upon in reaching a determination regarding responsibility; and
    - That is either Inculpatory or exculpatory; and
- Create an investigative report that fairly summarizes relevant evidence.

At least five (5) days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard

copy. The parties shall have at least five (5) days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

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

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- To the party proposing the questions, provide an explanation regarding any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

No earlier than five (5) days following the completion of the investigation period, the decision-maker shall issue a written determination regarding responsibility. The written determination shall include—

1. Identification of the allegations potentially constituting sex discrimination or sex-based harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
    a. Any notifications to the parties;
    b. Interviews with parties and witnesses;
    c. site visits;
    d. Methods used to gather other evidence; and
    e. Hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
    a. A determination regarding responsibility;
    b. Any disciplinary sanctions imposed on the respondent; and
    c. Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

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

- If an appeal is not filed, the day after the period for an appeal to be filed expires; or
- If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

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

The District may dismiss a complaint or any allegations therein, if at any time during the grievance process:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein;
- The District was unable to identify the respondent after taking reasonable steps to do so;
- The respondent is no longer employed or enrolled at the District; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein; or

- The District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination or sex-based harassment.

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

The Title IX Coordinator may delegate the investigation or the determination as necessary to prevent a conflict from arising or the appearance of bias, including hiring an individual or individuals to conduct the investigation or to act as the decision-maker when necessary.

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

a. The existence of a procedural irregularity that affected the outcome of the matter;
b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
d. An appeal of the disciplinary sanctions from the initial determination.

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality
Reports of sex discrimination and sex-based harassment, both informal reports and complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:

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

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

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

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

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

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

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

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

Barriers to reporting
The Title IX Coordinator shall monitor for barriers to reporting information about conduct that reasonably may constitute sex discrimination or sex-based harassment and shall take steps reasonably calculated to address such barriers.

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

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

- Records documenting the actions the District has taken to meet its obligations to eliminate sex discrimination, including reviewing barriers to reporting potential sex discrimination and the employee notification requirements, regarding each notification the Title IX Coordinator received of information about conduct that reasonably may constitute sex discrimination.

4.45 GRADUATION REQUIREMENTS

Information regarding graduation requirements will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time 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. All students are required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians part of the creation of the student's Student Success Plan.

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

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

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

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional two (2) units to graduate for a total of twenty-four (24) units. The additional required units may be taken from any electives offered by the district. Accelerated learning courses or career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

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

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

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

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

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

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

English: four (4) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

- Civics one-half (½) unit

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

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

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

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

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:

- Within the district boundaries; or
- Outside of the District boundaries but are enrolled in the District.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

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

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

SPORTS ACTIVITIES/STUDENT PARTICIPATION

Students and sports activities are extensions of the school. Students are to conduct themselves with this in mind. Running around the football field or basketball court is a hazard to the students and players, so it is advised that students find friends and stay seated in the stands. Parents who take their children home from an extracurricular activity must sign them out on the approved school form at the event. Any alternative transportation must be prearranged by the parent by use of a school form which should indicate who is

allowed to transport the student. Students shall not be restricted from membership on the basis of race, sex, national origin, or other arbitrary criteria. The coaches, sponsors and directors of each team or organization will determine participation and eligibility and communicate these expectations to students and parents. Students will not be allowed to compete in activities or events that occur on the same day that they are serving a suspension, corporal punishment, or have an unexcused absence.

SPORTSMANSHIP

"Sportsmanship builds character regardless of the final outcome." Our goal at Green Forest School is to show good sportsmanship at all school events, here and at other schools. Therefore, all behavior of spectators and participants should show positive support and contribute to the success of our team and organization. Students attending sporting events are expected to sit and watch the event unless they wish to go to the restroom or the concession stand.

The Arkansas Activities Association (AAA) Handbook deems the following as acceptable or unacceptable behaviors for all AAA events:

Acceptable Behaviors:

- Applaud during introduction of players, coaches, and officials.
- Accept all decisions of the officials.
- Shake hands with other student-athletes and coaches after the contest regardless of the outcome.
- Treat competition as a game, not a war.
- Search out opposing players to recognize them for outstanding performance or coaching.
- Applaud at end of contest for performances of all participants.
- Show concern for injured players regardless of team.
- Encourage surrounding people to display only sportsmanlike conduct.
- During the National Anthem, students, participants, and fans should remove any hats, face the flag, not talk, and remain still until the end of the anthem.
- During the National Anthem follow the music and lyrics precisely when singing.
- Cheerleaders lead fans in positive school yells in a positive manner.

Unacceptable Behaviors:

- Yelling or chanting at opponents.
- Making derogatory yells, chants, songs, or gestures. (ex: "air ball," "miss it," "Hit the Road Jack")
- Booing or heckling officials or opposing team.
- Criticizing officials in any way; displays of temper with an official's call.
- Refusing to shake hands or to recognize a good performance.
- Blaming losses on contest officials, coaches, or participants.
- Laughing or name-calling to distract an opponent.
- Using profanity or displays of anger that draw attention away from the contest.
- Doing own yells instead of following lead of cheerleaders.
- Demeaning acts such as audible remarks, actions, or gestures (ex: turning backward during introductions, holding up newspapers, shaking car keys, comments after each player is introduced, etc.)

Students or adults exhibiting poor sportsmanship or misconduct may be asked to vacate school premises. Good sports are winners no matter what the score. Good sportsmanship is everyone's responsibility.

STATEWIDE TESTING PROGRAMS

The Arkansas Teaching and Learning Assessment System (ATLAS) serves as the statewide student assessment system and encompasses a range of assessments intended to measure student progress. The ATLAS end-of-year summative assessment will be used to assess all Arkansas public school students in grades 3-10 unless they qualify for an alternate assessment. Students will be assessed in Writing, English Language Arts (ELA), Math and Science. There are EOC (End of Course) exams for Algebra I, Geometry, and Biology. Dynamic Learning Maps (DLM) are administered to students with significant disabilities, for whom the ATLAS assessment is not appropriate. The English Language Proficiency Assessment for the 21st Century (ELPA21 or ALT ELPA21) assessment system will provide our state and schools with valuable information to inform instruction so that all English language learners (ELLs) leave high school prepared for

college and career success. Students in Kindergarten through twelfth grade are tested in four domains: Reading, Writing, Listening, and Speaking. All Arkansas 11th grade students enrolled in a public or charter school will be given the opportunity to take the ACT during the spring of their junior year. The exam will be given at each student's school and can be used for scholarship and college admittance purposes. The ACT multiple-choice tests are based on what students have learned in English, Reading, Math, and Science.

S.T.E.P.S. (Steps To Eliminate Problem Situations)

S.T.E.P.S. refers to Green Forest School District's approach to resolving situations, which occasionally cause parents, teachers and students concern. Resolving these situations quickly to the satisfaction of all parties is beneficial to the educational program of the district. The following steps are the quickest and best methods for reaching satisfactory solutions. Please use them, should you ever encounter a situation in school, which is a concern to you:

1) Contact the appropriate staff member – Talk directly with the teacher, coach, bus driver, etc. Most concerns can be resolved this way;
2) Contact the campus principal – The principal can clarify, explain and resolve most matters relating to daily campus operations;
3) Contact the Superintendent. A request for appeal must be made in writing to the Superintendent. This step should be taken only after steps one and two have not resolved the concern.
4) After meeting with the Superintendent and a resolution is not reached, the parent or guardian may request a delegation before the Board of Education. This request may be made through the Superintendent.

4.54 STUDENT ACCELERATION

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

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

Elementary School Students

The process of determining the appropriateness of a request for an elementary school student to receive acceleration 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, which shall include the student's parents or guardians.

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

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

The parents/guardians of any elementary school student whose request for acceleration has been denied may appeal the decision, in writing, to the District's GT Coordinator. The Districts GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. The committee will include the principal, general education teachers, counselor, and GT Coordinator. Upon completion of the review, the Committee will either request additional new testing be

conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.

Course Selection Students

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

Acceleration Placement Committee

The DESE Rules require that the acceleration placement committee be made up of at least five (5) professional educators (including administrators, teachers, and/or counselors) and chaired by a gifted education specialist. Suggestions for individuals to be included on the committee include, but are not limited to:

- Building Principal;
- Counselor;
- Teachers (This may include both the student's current teacher(s) as well as teacher(s) that the student would have if the acceleration is granted.).

4.21 STUDENT ASSUALT OR BATTERY

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

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

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

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

4.60 STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Multi- Tiered Behavioral Interventions

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

Behavior Intervention Team

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

A student's BIT team shall:

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

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

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

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

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

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

At no time shall school personnel use the following on a student:
- Mechanical restraint;
- Chemical restraint;
- Aversive behavioral interventions that compromise health and safety;
- Physical restraint that is life-threatening or medically contraindicated; or
- Prone restraint or other restraint that restricts the breathing of a student.

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

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

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

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

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

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

Reports and Debriefing

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

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

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

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

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

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

The purpose of the debriefing meeting shall be to:

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

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:

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

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

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

STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

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

Definitions

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

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

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

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

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

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

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

Student Media

While the District recognizes a student's right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open public 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 endorses 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, and made with knowledge of their falsity or a reckless disregard of the truth;
    c. Constitute an unwarranted invasion of privacy as defined by state law;
    d. Suggest or urge the commission of unlawful acts on the school premises;
    e. Suggest or urge the violation of lawful school regulations;
    f. Scurrilously 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 Policy 4.13 including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of eighteen (18);
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

Student Distribution of Non-school Literature, Publications, and Materials

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

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

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

4.35 STUDENT MEDICATIONS/HEALTH-RELATED INFORMATION

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

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

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

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 or III medications that shall be allowed to be brought to the school are methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse).

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

The district's supervising registered nurse shall be responsible for creating both on campus and off campus procedures for administering medications.

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
    1) Rescue inhaler; or
    2) Auto-injectable or nasal spray epinephrine;
2) Perform the student's own blood glucose checks;
3) Administer insulin through the insulin delivery system the student uses;
4) Treat the student's own hypoglycemia and hyperglycemia; or
5) Possess on the student's person:

a) A rescue inhaler;
b) the necessary supplies and equipment to perform the student's own diabetes monitoring and treatment functions.

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

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

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

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

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

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

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

Emergency Administration of Glucagon and Insulin

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

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

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

A. The time scheduled for a dose of insulin in the student's IHP; and
B. Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until 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 trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer epinephrine, either through an auto-injector or nasal spray, auto-injector in emergency situations to students who have an IHP that provides for the administration of epinephrine in emergency situations.

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

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

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

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

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

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

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

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

Emergency Administration of Emergency Adrenal Insufficiency Medication
The school nurse or other trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer an injectable emergency dose medication in

emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

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

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

Seizure Disorder Medications

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

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

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

BMI

Act 1220 was passed to help address childhood obesity through:

- Creating an Arkansas Child Health Advisory Committee
- Limits access to food/beverage vending machines for elementary school students
- Raise awareness of the importance of proper nutrition and physical activity
- Providing parents with an annual BMI of their child and health information about BMI, nutrition and physical activity

In compliance with Act 1220 we will be conducting height and weight measurements on students. The data collected will be used to calculate a body mass index (BMI) for your child. BMI is a measurement used to screen children for being overweight, underweight, or at risk for becoming over/underweight.

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.

STUDENT ORGANIZATIONS/CLUBS

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. Nonschool persons may not direct, conduct, control, or regularly attend activities of student groups.

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

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

Students have the right to join an existing club and shall not be restricted from membership on the basis of race, sex, national origin, or other arbitrary criteria. The coaches/sponsors/directors of each team or organization will determine participation.

ART CLUB—Open to students enrolled in art classes, in grades 9-12 and must have a B or above in Art.

BAND—Students may enroll in instrumental music in grades 7-12. Band meets during the school day for a fine arts credit.

BETA CLUB—Beta is an academic honor society that promotes scholastic pride, achievement, and service of not only its members but also the school as a whole. Membership in Beta is by invitation only and requires the maintenance of a minimum 3.25 GPA and acceptable conduct, character, and attitude. The sponsor, principal and a teacher evaluation will decide on conduct, character, and attitude. Beta is an academic honor society that promotes scholastic pride, achievement, and service of not only its members but also the school as a whole. Membership in Beta is by invitation only and requires the maintenance of a minimum 3.25 GPA and acceptable conduct, character, and attitude. Sponsor and principal will decide on conduct, character, and attitude.

CHEERLEADING—Tryouts are held in the spring. Cheerleaders perform at both football and basketball games. The Cheerleading squad also includes the "Tiger" mascot.

CHOIR—Choir meets during the school day for a fine arts credit. Performance participation is required as part of the grade.

DEBATE CLUB—promotes development of critical thinking skills through debate on social and political issues

EAST—Nation-wide educational initiative aimed at making learning better for students, teachers, and society. Students perform self-directed service learning projects by finding ways to meet needs in their communities through the use of technology.

FCCLA—Family, Career, and Community Leaders of America is an organization comprised of students who are currently taking or have taken a family and consumer science course. FCCLA promotes personal growth and leadership development through family and consumer science education.

FCA—Fellowship of Christian Athletes is student-led non-denominational Bible study group for grades 9-12. FCA meets every Wednesday. All students are welcome.

FIRE MARSHALS—Students selected to be in charge of fire safety and fire drills

FORENSICS/DRAMA (Jr. & Sr. High)—Meets during the school day for a fine arts credit. The prerequisite for Forensics/Drama is one semester of either Oral Communications or Drama. Members are required to participate in a number of tournaments throughout the year where students compete in Speech, Drama, and Debate events. Most tournaments are held on Saturdays with some overnight trips. Students must also participate in Drama team play productions and rehearsals. Students must maintain a 2.0 GPA.

FBLA—Future Business Leaders of America is the national organization for all students enrolled in business programs. The purpose of FBLA is to provide, as an integral part of the instructional program, additional opportunities for secondary students in Business Education to develop vocational and career supportive competencies and to promote civic and personal responsibility.

FFA—The National FFA Organization seeks to develop student's potential for premier leadership, personal growth and career success through agricultural education. Members must be enrolled in an agriculture class. Members have the opportunity to compete in a variety of career development events on the local, district, state and national level.

QUIZ BOWL—An academic team competition that begins tryouts in October. There are two teams—junior high (grades 8 and 9) and senior high (grades 10, 11, and 12). Competitions are held in the spring. Practices are held during non-instructional times, 2-3 days a week, from October through April.

SHOOTING SPORTS - The Arkansas Youth Shooting Sports Program (AYSSP) aims to bring the joy of the outdoors and the rewards of safely learning to shoot to young Arkansans. The AYSSP has two divisions: junior and senior. The junior division is for grades 6-8 and the senior division is for grades 9-12.

SPORTS—High School sports offered include cross country, football, basketball, volleyball, baseball, golf, softball, track, soccer, and wrestling. Junior High Sports are football, basketball, track, and volleyball.

STUDENT COUNCIL—The student body elects Student Council officers. The Student Council President shall be a Senior, the Vice-President shall be a Junior, and the Secretary shall be a Sophomore. Each class (9-12) elects two representatives.

STUDENT PUBLICATIONS—Yearbook and newspaper staffs meet during the school day for credit. Students must have sponsor recommendation to belong.

Involvement in other activities representing the community or district resulting in school absences shall be approved at the discretion of the Superintendent.

PARTICIPATION POLICY

The activities at High School are designed to provide opportunities for students to develop overall ability, individual excellence, team membership, competitive experience, and school spirit. Students are

encouraged to develop good character and responsible behavior. The following consequences shall result when a student fails to abide by the rules.

Students receiving two instances of ISS/corporal punishment or one instance of OSS during the current school year shall not be allowed to participate in the following, but not limited to:

- Class/Club Officer
- Homecoming/Miss Merry Christmas Court
- Sweetheart Royalty
- Other honorary positions

If a student violates this policy after being elected to one of the above positions, they will immediately forfeit that position.

4.27 STUDENT SEX DISCRIMINATION AND SEX-BASED HARASSMENT

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

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

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

Definitions

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

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

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

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

"Sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:
   a. Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct; or
   b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
   a. Unwelcome; and

3. Subjectively and objectively offensive and so severe or pervasive that it limits or denies a person the ability to participate in or benefit from the District's education program or activity based on the totality of the circumstances; or
4. Constitutes:
    a. Sexual assault;
    b. Dating violence
    c. Domestic violence; or
    d. Stalking.

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

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

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

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

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

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

Supportive Measures

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

Formal Complaint

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

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

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

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

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

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation; this includes evidence:
  - Whether obtained from a party or other source;
  - The District does not intend to rely upon in reaching a determination regarding responsibility; and
  - That is either Inculpatory or exculpatory; and
- Create an investigative report that fairly summarizes relevant evidence.

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

After the investigative report is sent to the parties, the decision-maker shall:
- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- Provide an explanation to the party proposing the questions any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

No earlier than ten (10) days following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include—
1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
   a. Any notifications to the parties;
   b. Interviews with parties and witnesses;
   c. site visits;
   d. Methods used to gather other evidence; and
   e. Hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
   a. A determination regarding responsibility;
   b. Any disciplinary sanctions imposed on the respondent; and
   c. Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

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

- If an appeal is not filed, the day after the period for an appeal to be filed expires; or
- If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

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

The District may dismiss the formal complaint or any allegations therein, if at any time during the grievance process:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled at the District; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

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

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

Appeals

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

a. The existence of a procedural irregularity that affected the outcome of the matter;
b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
d. An appeal of the disciplinary sanctions from the initial determination.

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker[5] for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality

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

- Individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;

- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.

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

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

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

Emergency removal

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

Retaliation Prohibited

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

Disciplinary Sanctions

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

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

Records

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

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:
    - The basis for the District's conclusion that its response was not deliberately indifferent; and

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

SCHOOL-SPONSORED TRIPS

Class activities and trips are an important part of a student's education. For these to go smoothly and result in a positive experience, the following regulations shall be followed:

1. Trips and activities, including date, time, place and transportation, must be approved in advance by the principal;
2. Students must travel by bus to any activity off campus. Exceptions only allowed by administrative approval.
3. Only students enrolled in the club/class may attend;
4. Sponsors must be present at all school activities;
5. Parents are invited to attend;
6. All overnight trips with boys and girls attending must have at least two adult chaperones;
7. Transportation costs shall be paid by the club/class.

STUDENT PLACEMENT

Students in grades K-5 are assigned classroom teachers by the Principal in coordination with teacher recommendations, student assessment information and demographics.

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

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

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

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

The following steps will need to be taken for parents requesting a home room teacher change for students in grades K-5 after the beginning of the school year:

- Submit a written request detailing circumstances and concerns to the building principal
- The building principal will schedule a conference between the parent(s), building principal, classroom teacher and counselor to discuss and devise a plan of action
- The building principal will make the determination about student placement

STUDENT RECORDS/DIRECTORY INFORMATION/MEDIA RELEASES

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to

review the student's education records will be allowed to do so within no more than forty five (45) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

- it is in the sole possession of the individual who made it;
- 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 educational records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student's PII without getting permission:

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

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

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

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

If there exists a court order which directs that a parent not have access to a student or his records, the parent, guardian, person acting in loco parentis, or an agent of the Department of Human Services must present a file-marked copy of such order to the building principal and the superintendent. The school will

make good-faith efforts to act in accordance with such court order, but the failure to do so does not impose legal liability upon the school. The actual responsibility for enforcement of such court orders rests with the parents or guardians, their attorneys and the court which issued the order.

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his 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 and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

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

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

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

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

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.

AR Medicaid allows schools to bill for performing vision and hearing screens. Green Forest Schools uses Medicaid in the Schools (MITS), a 3rd party billing service, for billing Medicaid. All student information is sent to MITS and eligible Medicaid reimbursements are processed. If you DO NOT want your child's information sent, please notify Green Forest Schools in writing by September 1.

STUDENT RELIGIOUS EXPRESSION

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

Student Assignments

Student assignments include, but are not limited to:

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

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

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

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

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

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

Student Presenters

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

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

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

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

If the timing or format of the forum does not provide for pre-written remarks to be reviewed, then the building principal or other District staff shall have the authority to address a student whose remarks are determined to be inappropriate. The building principal or District staff member shall initially ask the student to cease the inappropriate remarks. If the student refuses or makes additional inappropriate remarks after being directed to 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.

STUDENT SUPPORT SERVICES/PROGRAMS

The Green Forest School District provides a variety of resources, which are available at every school within the district to help address student behavioral problems. The school discipline process will include appropriate consideration of support processes to help students resolve such problems. These resources include the School Resource Officer, school counselors; small and large group counseling, peer mediation, conflict resolution, School-Based Mental Health Program, Safe and Drug Free School Drug Education Curriculum and other outside agency services.

Other programs provided to address additional student needs include: Gifted and Talented, Title I Support, support through Facilitators, Interventionists, and Instructional Assistants, Migrant Education, English-as-a-Second-Language (ESL) support, EAST, Special Education and 504 services. Additional information will be provided regarding these programs upon request or student enrollment in these services.

The Green Forest School District is committed to an educational program for Gifted and Talented learners, recognizing individual student differences, abilities, interests and needs. Identified gifted students receive the opportunity for extended learning experiences, time to work and study with other gifted learners, and opportunities to pursue learning in areas of specific strengths and interests through differentiated instructions. Focus in the program is on critical thinking, research and study skills, technology, communication, creative and productive thinking, and personal development to enhance the acceptance of self and others. The Gifted and Talented program at provides curriculum and instruction designed to accommodate the unique learning styles, rates, interests, abilities and social and emotional needs of gifted students.

The College Board Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) program offers high school students college-level courses. The AP courses that are offered in secondary schools are more challenging and stimulating. The AP program affords students the opportunity to undertake college-level work in high school and gain valuable skills and study habits for college. At all grade levels, the Gifted and

Talented curriculum focuses on critical thinking, research and study skills, creative and productive thinking, as well as personal development to enhance acceptance of self and others.

4.61 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;

- 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.

STUDENT VEHICLES

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

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

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

High School students may drive automobiles to school if the following rules are observed:

1) Register vehicle during class registration or upon enrollment (must have car license, insurance, and driver's license). A $5.00 student-parking fee must be paid before a student vehicle can be parked on campus during school hours. Numbered parking spaces are assigned on a first-come basis with seniors having first choice. Students must park in their assigned area.
2) Restricted parking areas include faculty area, handicapped zones, sidewalks, and lot entrances.
3) Reckless and careless drivers will not be allowed to operate vehicles on campus. Students are to enter and leave the parking area in an orderly manner.

4) Students may not enter their vehicle during school hours without permission from the principal unless they are checking out.

Due to legal liabilities, if a student is caught transporting another student off campus during the school hours without administrative approval; his/her driving privileges will be revoked. The period of time will be determined by the administration.

4.30 SUSPENSION FROM SCHOOL AND 4.31 EXPULSION

4.30 SUSPENSION FROM SCHOOL

Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed eight (8) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs:

- At any time on the school grounds;
- Off school grounds at a school-sponsored function, activity, or event;
- 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; and
c. If the principal finds the student guilty of the misconduct, he/she may be suspended.

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

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

It is the responsibility of the student's parents, legal guardian, person having lawful control of the student, or person standing in loco parentis to provide current contact information to the district which the school shall

use to immediately notify the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis upon the suspension of a student.

The notification shall be by one of the following means, listed in order of priority:

- 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 having lawful control of the student, or person standing in loco parentis.

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

During the period of their suspension, students serving OSS shall not be permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program.

During the period of their suspension, students serving in-school suspension 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.

4.31 EXPULSION

The Board of Education may expel a student for a period longer than eight (8) 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 parent, legal guardian, 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 policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians, 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 parent 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.

TEXTBOOKS AND SUPPLIES

Library books and textbooks are considered school property and should be taken care of. Books that are lost or destroyed shall be paid for by the student. The school office and/or your child's teacher will provide classroom school supply lists.

THREAT OF VIOLENCE WITH A WEAPON-BOMB, FALSE FIRE ALARM, OTHER DISRUPTIVE INTRUSIONS

No threat of violence will be tolerated. Students shall not make any threats, suggestions, or predictions of violence against any person or group of persons or to the school building whether made orally, in writing, or via electronic means. No threat of violence will be considered a joke. Any bomb threats or threats of violence whether or not made during school hours or on school grounds shall result in immediate suspension and/or expulsion. Threats of violence shall be reported to the principal, the counselor, and to the police. The threat will be assessed and appropriate support and intervention shall be recommended. The superintendent may recommend expulsion of a student to the school board. If a student is expelled from school for making threats, the student may not return to school unless he/she proves that he/she poses no risk to others.

All students shall report any and all threats of violence, including jokes and/or threats of suicide to a faculty member, principal, or by calling the school office. The district reserves the right to hold the student responsible for any costs and/or damages incurred by the district because of a threat.

THREAT OF PHYSICAL VIOLENCE

Students shall not make any threats, suggestions, or predictions of violence against any person or group of persons whether made orally, in writing, or via electronic means. No threat of violence will be considered a joke. Any threats of violence whether or not made during school hours or on school grounds shall result in disciplinary action. The threat will be assessed and appropriate support and intervention shall be recommended. All students shall report any and all threats of violence, including jokes and/or threats of suicide to a faculty member, principal, or by calling the school office.

TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, LIGHTERS, AND RELATED PRODUCTS

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, lighters, cigarettes, cigars, chewing tobacco, snuff, vaping or vaping material), in or on any real property owned or leased by a District school, including school buses owned or leased by the District, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures to include Tobacco Cessation Program. 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, JUULs or under any other name or descriptor.

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 tracking the physical location of district equipment, students, and/or personnel.

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

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

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

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

VISITORS/STUDENT CONTACT

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.

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

Visitors, including parents wishing to speak with students during the school day shall register first with the office. Registered sex offenders of any level will be supervised by school personnel while on campus after signing in at the appropriate office.

Visitors to the school are directed to not use a device to:

- Record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms; or
- Create, send, share, capture, or post audio, video, or photographs of District students unless the visitor:
    - Has received permission to do so by someone authorized to grant such permission on behalf of the student or the student if the student is eighteen (18 years old);
    - Received authorization from the District to do so on behalf of the District; or
    - Is required to do so as part of the individual's job duties, including as a member of the media.

In Accordance with Board Policy, 6.10, a parent or guardian who is a Level 1 or Level 2 sex offender shall be allowed to enter the school campus to attend parent-teacher conferences or any other activity that is appropriate for a parent, guardian, or community member.

Level 3 and Level 4 sex offenders may only enter the school campus in the following instances:

1. The offender is a student attending school in the district;
2. To attend a graduation or baccalaureate ceremony;
3. It is a non-student contact day according to the school calendar or no school-sponsored event is taking place on campus;
4. The offender is a parent or guardian of a student enrolled in the district and goes directly to the school office to have school personnel deliver medicine, food, or personal items for the student;
5. The offender is a parent or guardian of a student and enters the school campus where the student is enrolled to attend a scheduled parent-teacher conference **and** the offender is escorted to and from the conference by a designated school official or employee.

A Level 3, but not a Level 4, sex offender may attend a school sponsored event for which an admission fee is charged or tickets are sold or distributed if the sex offender:

- Is the parent or guardian of or is related by blood or marriage within the fourth (4th) degree of blood relation to a student enrolled in the public school; and
- Notifies the administration of the school in writing at least twenty-four (24) hours before the start of the event that he or she will be attending the event.

A Level 3 and Level 4 sex offender who is the parent or guardian of a child enrolled in the district and who wishes to enter the school campus in which the student is enrolled for any other purpose than those listed above, must give reasonable notice to the school principal or his/her designee. The principal or designee may allow the sex offender to enter upon the campus provided there is a designated school official or employee to escort and supervise the sex offender while they remain on campus. The sex offender shall not enter upon the school campus until such time as a designated school official or employee is available.

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.

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

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

granting unsupervised visitation may, to extent authorized by the court order, eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. The District shall not act as a supervisor for non-custodial parent visitation purposes under any circumstance.

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

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

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

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

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

4.22 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 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 vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

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

The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

5.29 WELLNESS POLICY

The health and physical well-being of students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates

that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

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

Wellness Committee

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

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

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

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

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

School Health Coordinator

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

Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the ADE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols. To promote nutrition, physical activity, and other school

based activities that will improve student wellness, the District, working with the wellness committee, has established the following goals:

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

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

The District will ensure that drinking water is available without charge to all students throughout the school including, but not limited to, in the District's food service areas.

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

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

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

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

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

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

Any food deliveries must be delivered to office during lunch hours. If the delivery is made during those hours, students will be encouraged to get a school lunch.

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

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

Adoption Awareness Instruction
The District shall provide any information provided to students on the District's adoption awareness instruction that was in written form to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a pregnant student who is enrolled in the District.

Breast Feeding
In addition to providing age-appropriate education for students regarding the nutritional benefits of breastmilk and breastfeeding practices, the District shall provide:

- Space in the District's school facilities for District employees, students, and volunteers who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, that contains Access to a power source for a breast pump or any other equipment used to express breast milk where an employee, student, or volunteer can express breast milk;
- Space in the District's school facilities for District students who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, where a student can breastfeed the student's child;
- Permission to bring a breast pump and any other equipment used to express breast milk to school;
- Access to a place to safely store breast milk, which shall include, but not be limited to, a refrigerator or cooler in:
  - A nurse's office;
  - A teachers' lounge; or
  - Another private location or location with limited accessibility in which the breast milk may be safely secured;
- Access to a location to clean a breast pump and any other equipment used to express breast milk at school.
- Break time:
  - To an employee or volunteer for the purpose of expressing breast milk that, to the extent possible, shall run concurrently with existing break times; and
  - To a student that is a reasonable amount of time to accommodate the student's need to express breast milk or to breastfeed the student's child on the District's campus;
- That a student shall not incur an academic penalty for expressing breast milk or for breastfeeding the student's child on the District's campus; and
- A student the opportunity to make up any work missed due to expressing breast milk or for breastfeeding the student's child on the District's campus.

Child Care
The District shall provide student mothers and fathers information regarding available child care services.

Community Engagement
The District will work with the wellness committee to:

a. Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.;

b. Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;
c. Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games; and
d. Encourage the development of and participation in family-oriented community-based physical activity programs.

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

Assessment of District's Wellness Policy

At least once every three years, with input from the wellness committee, the District shall assess both the District as a whole and individual schools' status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the District's DSP. The assessment shall be based, at least in part, on:
- The extent to which District schools are in compliance with this policy;
- The extent to which this policy compares to other model local school wellness policies;
- The annual reviews of this policy based on modules 1, 2, 3, 4, and 11 of the CDC's School Health Index; and
- A description of the progress made in attaining the goals of this policy.

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

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

District Website

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

Health Card (please answer all questions) School Year: **2026-2027**

Name _____ M F DOB _____

Grade _____ Homeroom Teacher _____

Medicaid or ARKids#_____ Private Insurance Company/Policy#_____

Address:_____
City State Zip

Emergency Contact
Name(s)_____Phone#_____

Emergency Contact
Name(s)_____Phone#_____

Emergency Contact
Name(s)_____Phone#_____

Emergency Contact
Name(s)_____Phone#_____

Physician _____ Phone#_____ Does student ride BUS?_____

Does your child have any health issues that require a Medical fragile plan at school?
___YES ___NO If yes, please list the condition _____

List any medication(s) your child is currently taking? _____

Do you authorize the use of Alcohol, Hydrogen Peroxide, Anti-Itch Cream, Triple Antibiotic Ointment, Antacid, Artificial Tears, Antifungal cream, Benzo Sting swabs, Caladryl, Chloraspetic (throat spray), Orajel, First Aid Spray, Pain Relieving Cream, or Aloe Vera when needed?

___YES ___NO (please mark through any medication you may not want your child to receive)

I acknowledge that the Green Forest School District, the Board of Directors, and School Employees shall be immune from civil liability for damages resulting from the administration of medications in accordance with this consent.

In compliance with the Family Education Rights and Privacy Act (FERPA) (20U.S.C. & 1232g; 34 CFR Part 99), I give permission for my child's personally identifiable information/student education records to be disclosed to ISEP for the purpose of billing Medicaid and/or private insurance.

Date_____ Signature of Parent/Guardian_____

5.20 F1—PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEBSITE

I hereby grant permission to the Green Forest School District to display the photograph or video clip of me/my student (if student is under the age of eighteen {18}) on the District's web site, including any page on the site, or in other District publications without further notice. I also grant the Green Forest School District the right to edit the photograph or video clip at its discretion.

The student's name may be used in conjunction with the photograph or video clip. It is understood, however, that once the photograph or video clip is displayed on a web site, the District has no control over how the photograph or video clip is used or misused by persons with computers accessing the District's web site.

_____ _____ _____

Name of Student (Printed) Grade Homeroom Teacher

_____

Signature of Student (only necessary if student is over 18)

_____

Signature of Parent (required if student is under 18)

_____

Date

4.13F—OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION
(Not to be filed if the parent/student has no objection)

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the Green Forest School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below. The district is required to continue to honor any signed opt-out form for any student no longer in attendance at the district.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, etc., is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year or the date the student is enrolled for school in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

I object and wish to deny the disclosure or publication of directory information as follows:

Deny disclosure to military recruiters ____

Deny disclosure to Institutions of postsecondary education ____

Deny disclosure to Potential employers ____

Deny disclosure to all public and school sources ____

Selecting this option will prohibit the release of directory information to the three categories listed above along with all other public sources (such as newspapers), **AND** result in the student's directory information **not** being included in the school's yearbook and other school publications.

Deny disclosure to all public sources ____

Selecting this option will prohibit the release of directory information to the first three categories listed above along with all other public sources (such as newspapers), but permit the student's directory information to **be included** in the school's yearbook and other school publications.

_____
Name of student (Printed)

_____
Signature of parent (or student, if eighteen (18) or older)

_____
Date form was filed (To be filled in by office personnel)

Note: your district does not have to include the separate options listed on this form, but students do have the right to opt out of either category separately.

4.35F2-MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

The following must be provided for the student to be eligible to self-administer rescue inhalers and/or auto-injectable epinephrine. Eligibility is **only** valid for this school for the current academic year.

- A written statement from a licensed health-care provider who has prescriptive privileges that ~~he/she~~ the health care provider has prescribed the rescue inhaler, auto-injectable epinephrine, and/or nasal spray epinephrine for the student and that the student needs to carry the medication on the student's person due to a medical condition;
- The specific medications prescribed for the student;
- An individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing asthma and/or anaphylaxis episodes of the student and for medication use by the student during school hours; and
- A statement from the prescribing health-care provider that the student possesses the skill and responsibility necessary to use and administer the asthma inhaler, ~~and/or~~ auto-injectable epinephrine, and/or nasal spray epinephrine.

If the school nurse is available, the student shall demonstrate the student's skill level in using the rescue inhaler~~s~~, auto-injectable epinephrine, and/or nasal spray epinephrine to the nurse.

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

Students who self-carry a rescue inhaler, ~~or~~ an epinephrine auto-injector, or nasal spray epinephrine shall also provide the school nurse with a rescue inhaler, ~~or~~ an epinephrine auto-injector, and/or nasal spray epinephrine to be used in emergency situations.

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

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

Parent or legal guardian signature _____Date _____

Date Adopted:
Last Revised:

4.35F4—EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

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

My child has an IHP that provides for the administration of epinephrine in emergency situations. I hereby authorize the school nurse or other school employee certified to administer auto-injectable or nasal spray epinephrine to administer epinephrine in emergency situations when the individual believes my child is having a life-threatening anaphylactic reaction.

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

Date of health-care provider's order _____

Circumstances under which Epinephrine may be administered _____

_____

Other instructions _____

_____

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of auto-injector epinephrine in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature _____Date _____

Date Adopted:
Last Revised:

4.5F—SCHOOL CHOICE CAPACITY RESOLUTION

Whereas:

- The Board of Directors of the Green Forest School District has approved by a vote of the Board, the following capacity resolution for school choice applicants for the 2025-2026 school choice cycle under the provisions of policy 4.5—SCHOOL CHOICE and applicable Arkansas law.

- Applicants, whose applications meet the provisions of policy 4.5—SCHOOL CHOICE, will be sent a provisional acceptance notification letter which will give instructions on the necessary steps and timelines to enroll in the District or a District school other than the student's assigned school. Provisional acceptance shall be determined, and notice provided, within fifteen (15) calendar days and shall be based on the district's available capacity for each academic program, class, grade level, and individual school. While provisional rejections shall be provided within fifteen (15) days of the receipt of the school choice application, the District shall finalize all rejections by July 1 to account for any changes in capacity between the day the application is received and the end of the school year.

- Applications will not be accepted if the applications:
  - Are received, electronically timestamped, or postmarked before January 1, unless the application is from a student who is transferring under Uniformed Service Member Dependent School Choice;
  - Are received, electronically timestamped, or postmarked after June 1, unless the application is postmarked before June 1 or is from a student who is transferring under Uniformed Service Member Dependent School Choice;
  - Are ~~to~~ from a student whose resident district ~~that~~ has been determined by the Division of Elementary and Secondary Education to be exempt due to an existing desegregation order; or
  - ~~o~~ The student is transferring under Uniformed Service Member Dependent School Choice and the application is not accompanied by relevant documentation.

- The district reserves to itself the ability to determine, based on an examination of student records obtained from the student's assigned school or the student's prior district, and other information, whether any student would require a different class, course or courses, program of instruction, or special services than originally applied for. If such an examination determines that capacity has been reached in the appropriate class, course or program of instruction, or that additional teaching staff would have to be hired for the applicant, the District shall rescind the original provisional acceptance letter and deny the Choice transfer for that student.

- The district reserves to itself the ability to decline to accept under school choice any student whose acceptance would require the district to add additional staff to exceed the maximum student to teacher ratio in any of the District's current grade, program, or building capacity.

THEREFORE, let it be resolved that these shall constitute the School Choice openings at the beginning of the School Choice enrollment period for the 2025-2026 school choice cycle:

_____ _____

Board President Board Secretary

_____ _____

Date Date

4.5F2—SCHOOL CHOICE ACCEPTANCE LETTER – CAPACITY FOR IMMEDIATE TRANSFER AVAILABLE

Dear Parent's name,

The application you submitted for Student's Name has been accepted. While the School's Name looks forward to welcoming Student's Name as a student, the School's Name requires that you do one of the following within ten (10) days from the receipt of this letter:

- If you intend for Student's Name to transfer to School's Name immediately, enroll Student's Name in School's Name; or
- If you intend for Student's Name to transfer to School's Name at the start of the next school year, provide notification of your intent for Student's Name to not start at School's Name until the next school year to insert contact person.

Failure to either enroll Student's Name or to provide notice of your intent for Student's Name to transfer to School's Name at the start of the next school year within ten (10) days from the receipt of this letter shall void and nullify this letter's acceptance.

If you intend for Student's Name to transfer to School's name at the start of the next school year, to better assist the district in determining the proper placement of Student's Name, please submit the information listed below to district or school's address by insert date. In addition to the information you submit, records may be requested from the student's current district/school, and final placement may depend on the content of those records as to appropriate grade placement, program placement or services required. A student who has not previously attended an Arkansas Public school or did not attend an Arkansas public school in the previous academic year may be evaluated by the district prior to enrollment, and the results of that evaluation could impact final placement.

1. For students applying to enroll in first grade or higher: a copy of the student's transcript from the school where the student is currently enrolled. The student's permanent record, including the original transcript, will be requested from the school immediately following the student's actual enrollment in our district.

2. Proof of the student's age; This can be done by providing one of the following:

A. Birth certificate;
B. A statement by the local registrar or a county recorder certifying the child's date of birth;
C. An attested baptismal certificate;
D. A passport;
E. An affidavit of the date and place of birth by the child's parent or guardian;
F. United States military identification; or
G. Previous school records.

3. The student's health care needs at school.

4. Student's name age-appropriate immunization record or an exemption granted for the previous school year and a statement of whether or not the parent is intending to continue the exemption for the upcoming school year.

Respectfully,

David Gilmore
Green Forest School District Superintendent

4.5F3—SCHOOL CHOICE ACCEPTANCE LETTER – IMMEDIATE TRANSFER NOT AVAILABLE

Dear Parent's name,

The application you submitted for Student's Name has been accepted. The School's Name does not have any openings in your student's grade, program, or building that would allow Student's Name to immediately transfer to School's Name; however, School's Name has openings in the grade, program, or building that Student's Name will be enrolling in next school year. School's Name looks forward to welcoming Student's Name as a student during the next school year.

To better assist the district in determining the proper placement of Student's Name, please submit the information listed below to district or school's address by insert date. In addition to the information you submit, records may be requested from the student's current district/school, and final placement may depend on the content of those records as to appropriate grade placement, program placement or services required. A student who has not previously attended an Arkansas public school or did not attend an Arkansas public school in the previous academic year may be evaluated by the district prior to enrollment, and the results of that evaluation could impact final placement.

1. For students applying to enroll in first grade or higher: a copy of the student's transcript from the school where the student is currently enrolled. The student's permanent record, including the original transcript, will be requested from the school immediately following the student's actual enrollment in our district.

2. Proof of the student's age; This can be done by providing one of the following:
A. Birth certificate;
B. A statement by the local registrar or a county recorder certifying the child's date of birth;
C. An attested baptismal certificate;
D. A passport;
E. An affidavit of the date and place of birth by the child's parent or guardian;
F. United States military identification; or
G. Previous school records.

3. The student's health care needs at school.

4. Student's name age-appropriate immunization record or an exemption granted for the previous school year and a statement of whether or not the parent is intending to continue the exemption for the upcoming school year.

Failure to provide the information requested by the date indicated in this letter shall void and nullify this letter's acceptance.

Respectfully,

David Gilmore
Green Forest School District Superintendent

4.5F4—SCHOOL CHOICE PROVISIONAL REJECTION LETTER

Dear Parent's Name,

I am sorry, but the application you submitted for Student's Name has been provisionally rejected due to the District having a lack of capacity in your student's grade, program, or building by reaching the maximum teacher-to-student ratio in your student's grade, program, or building that is allowed under the Standards for Accreditation; State law and rules; or Federal law and regulations.

While the District may currently have a lack of capacity in your student's grade, program, or building, the District's capacity can change over the course of the semester. Any time a student leaves the District between January 1 and July 1, the District shall review the school choice applications the District has provisionally rejected for any applications in the relevant grade, program, or building. Any relevant application that was provisionally rejected shall be converted to an acceptance based on the date and timestamp placed on the application when the District received it. If there is an opening in your student's grade, program, or building that your student becomes eligible for based on the date and time stamp on your student's application, the District shall send you a written notice that your student's application has been changed from provisional rejection to acceptance.

As noted in your original application, you have ten (10) days from receipt of this notice in which to submit a written appeal of this decision to the State Board of Education.

Respectfully,

David Gilmore
Green Forest School District Superintendent

4.5F5—SCHOOL CHOICE REJECTION LETTER

Dear _____,

I am sorry, but the application you submitted for _____ has been rejected for the following reason(s):

____ Your child's resident district has been determined by the Division of Elementary and Secondary Education to be exempt from the provisions of the School Choice Law due to it being under an enforceable desegregation order/plan.

____ Your child does not meet the openings identified for the coming school year identified in the Board of Directors Resolution adopted on *insert date* due to the District having a lack of capacity by having reached at least ninety-five percent (95%) of the maximum teacher-to-student ratio in your student's grade, program, or building that is allowed under the Standards for Accreditation; State law and rules; or Federal law and regulations.

As noted in your original application, you have ten (10) days from receipt of this notice in which to submit a written appeal of this decision to the State Board of Education.

Respectfully,

David Gilmore
Green Forest School District Superintendent