

OFFICIAL

Student Handbook
2025-26
Gosnell School District No. 6

Gosnell, Arkansas

http://www.gosnellschool.net

GENERAL INFORMATION AND FORMS SECTION

This section contains general information about the student handbook and the forms that may need to be completed by students and their parent or guardian, and then returned to the school.

4.42—STUDENT HANDBOOK

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

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

Principals and counselors shall also review Policies 4.45.1 & 4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS and the current ADE Standards for Accreditation Rules to ensure that there is no conflict. If a conflict exists, the Principal and/or Counselor shall notify the Superintendent and Curriculum Coordinator immediately, so that corrections may be made and notice of the requirements given to students and parents.

Date Adopted: May 23, 2013
Last Revised:

Gosnell School District Mission Statement

The mission of the Gosnell School District is to support each of its schools in accomplishing their missions and goals for providing the educational opportunities that enable their students to pursue and succeed in their college and career choices.

Gosnell School District Goals

1. Provide and plan adequate financial resources to support daily operations and improvement initiatives.

2. Implement policies and procedures that promote equitable, orderly, and safe educational and working environments.

3. Provide and maintain adequate facilities, technology and other resources.

4. Provide highly qualified faculty and staff to meet state and federal standards.

5. Provide leadership that promotes continued improvement in student performance, measured through multiple data sources.

6. Provide meaningful professional development for leadership, faculty and staff that meets state and federal standards and supports the use of best practices.

7. Support the schools in maintenance of an aligned curriculum that provides students with the rigor, relevance, and relationships necessary for meeting current college and career demands.

8. Support initiatives that provide opportunities for all stakeholders to be involved in the planning and implementation of the educational program

GOSNELL PUBLIC SCHOOLS

LEN WHITEHEAD
Superintendent

ANITA MCKINNEY
Assistant Superintendent

ELIZABETH BRYCE
Supervisor of Special Services

KEELEN NEWSOM
Secondary Principal

TERI LONG
Assistant Secondary Principal

LIZ RICHEY
Junior High Principal

TINA GODSEY
Elementary Principal

TONYA HILL
Assistant Elementary Principal

BREAH EVANS
Assistant Elementary Principal

JUDY HERRON
Child Nutrition & Transportation Director

BOARD OF DIRECTORS

DONNIE WRIGHT	President
DOUG JOHNSON	Vice President
JOHN WEISS	Secretary
GREG MCGUIRT	Member
LEE KETCHUM	Member
MIKE JACQUES	Member
CODY MACE	Member

The Student Council, Parent Advisory Committee, and Personnel Policy Committee in conjunction with the Administration and the Board of Education have prepared this handbook in an attempt to help pupils and parents to become more familiar with the policies, regulations, requirements, activities, and traditions of Gosnell Public Schools. This handbook, when properly used, can help students enjoy more fully the school and the opportunity it affords. Parents, teachers, or students may submit in writing or by conference a request for policy revision to the building principal.

GOSNELL SCHOOL DISTRICT COMPLIES WITH ALL FEDERAL LAWS, STATE LAWS, AND STATE BOARD REGULATIONS.

Gosnell School District

2025-26 Alternate Calendar

Adopted February 25, 2025



August 2025

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

September 2025

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

October 2025

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

November 2025

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

December 2025

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

January 2026

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

February 2026

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

March 2026

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

April 2026

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

May 2026

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

1,100.8 hours (1,068) required by law

Certified Contract: 190 day equivalent*

*172 student days at 384 min/day

*5 Mandatory Onsite PD days

*2 P/T Conferences/1 PLC (12 1/2 hour mtgs)

*6 Teacher workdays/PGP days with Principal's approval/4 Flex PD Days

School Calendar Days 2025-26

Aug 5-7, Aug 11, Jan 5	Prof Dev/No Students
Aug 8, Dec 19, Feb 2 & Mar 20	No Students/Teacher Work Day
Aug 12	First Day of School
Sept 1	Labor Day-No students
Sept 15, 29	Flex Days-No students
Oct 10	End of 1st Quarter (41 days)
Oct 14, Mar 19	P/T Conferences/Early Release
Oct 20, 21	Flex Days-No students
Nov 24-28	Thanksgiving Break
Dec 18	End of 2nd Quarter (42 days)

Dec 20-Jan 4	Christmas Break
Jan 6	Students return from break
Jan 19 & Feb 16	MLK, Jr Day & President's Day
Mar 17	End of 3rd Quarter (48 days)
Mar 23-27	Spring Break
April 3	Easter Holiday (Good Friday)
May 15	Graduation Class of 2026
May 22-Last Student Day	End of 4th Quarter (41 days)
May 25	Memorial Day
May 26, May 27	No Students/Teacher Work Day

4 Built In Inclement Weather Days, May 26

( ) Symbol indicates beginning and ending dates of 9 week periods

Parent/Teacher Conference Times: 1:30pm-7:30pm

GOSNELL SCHOOL DISTRICT
PARENT & FAMILY ENGAGEMENT PLAN SUMMARY &
PARENT-STUDENT STATEMENT OF RESPONSIBILITY

Student Name: _____ Date: _____

Please check below to indicate receipt of the student handbook.

____ I understand that I can access the student handbook from the district's website at http://www.gosnellschool.net, and may obtain a copy from the district parent center or the school office.

We acknowledge receipt of the Gosnell Student Handbook as indicated above. Although we may not agree with all the regulations, we understand that the student must adhere to them while he/she is at school, on a school bus or in attendance at school-sponsored activities. In the event that we are not entirely certain of some aspect of school policy, we will contact the principal for clarification within one (1) week after receipt of that policy.

We also acknowledge receipt of the Parent Involvement Plan Summary as shown below.

Gosnell Schools

Parent and Family Engagement Plan Summary

The Gosnell Schools provide the following opportunities for parents to be involved in their child's education:

1. Family Information Packets are given each year at open house filled with ideas and activities to assist parents with information for the upcoming school year.
2. Parent-Teacher Conferences are held each year
   a. October 14, 1:30-7:30 p.m.
   b. March 19, 1:30-7:30 p.m.
3. Many different forms of communication (district website, email, telephone, mass notification system, and marquee) are used to get information out to parents.
4. The Parent Center is open daily from 8:00 a.m.-3:00 p.m.
5. Gosnell Schools support responsible parenting and the important role they have in helping their child get an education.
6. Gosnell Schools welcome parents to the school and want them to be a part of the decision making process of the Parental Involvement Plan.
7. Every Gosnell School administrator and teacher receives two hours of professional development to train them on communicating with parents.

Please sign below to acknowledge receipt of both the Gosnell Student Handbook and the Parental Involvement Plan Summary. Return the signed form to the school office within one (1) week after the student receives it.

Student Signature: _____

Parent Signature: _____

Parent/Legal Guardian Media Recording Release for Students

I, _____, Parent/Legal Guardian of _____ (student's name), hereby grant permission to the Arkansas Department of Education (ADE) to use the above-named student's photo, video, and likeness for promotional purposes by the ADE in all manners, including but not limited to: news releases, photographs, video, audio, website, and other electronic or printed published media. I agree that these images and/or voice recordings may be used for a variety of purposes without further notifying me. I understand the ADE shall not use any of the student's personally identifying information, except for the student's first name, the school that he/she attends, and the student's grade, without first obtaining my express permission. The ADE has my permission for this use until I submit written revocation of my permission to the ADE Communications Office at Four Capital Mall, Room 404-A, Little Rock, AR 72201, ADE.Communications@Arkansas.gov, or you may call 501-682-2155. I understand the ADE does not have control over a third party who retrieves my student's information published by the ADE and uses it without my permission. I agree to hold the ADE harmless for such misuse of my student's information.

_____

Parent/Legal Guardian Name

_____

Parent/Legal Guardian Signature

_____

Date

TABLE OF CONTENTS

ITEM	Pg#	ITEM	Pg#
GENERAL INFORMATION AND FORMS SECTION	2	Parties	24
Accreditation	22	Registration K-6	24
Administration	3	Visitors During School Hours	23
Albuterol Emergency Administration Consent Form-4.35F5	16	**SECONDARY SECTION**	26
Alma Mater	22	Athletic Field	30
Calendar for School Year	4	Chemical Screen Testing Policy	31
Colors and Emblems	22	Clubs	29
District Goals	2	Coaches Offices	30
District Mission Statement	2	Conduct Grades	28
Emergency/Inclement Weather	22	Corridors	28
Epinephrine Emergency Administration Consent Form 4.35F4	15	Counseling and Guidance Services	29
Glucagon and/or Insulin Administration Consent Form-4.35F3	14	Courses Offered in High School Grades 9, 10, 11, & 12	27
Medication Authorization Release Form-4.35F	12	Courses Offered in Jr. High Grades 7 & 8	26
Medication Self-Administration Consent Form-4.35F2	13	Demerit	28
Objection to Physical Examinations or Screenings-4.41F	20	Equipment	31
Objection to Publication of Directory Information-4.13F	19	Foreign Exchange Students	29
Parent/Legal Guardian Media Recording Release (ADE)	6	Graduation Exercises	28
Parental Consent to Access Public Insurance and to Release Personal Identifiable Information	21	Graduation On-Time	29
Parent-Student Statement of Responsibility Signature Form & Parental Involvement Plan Summary	5	Guidance Services	29
Pledge to the Flag	22	Gym and Equipment Coordination Policies	30
School Board	3	Gymnasium	30
Star Spangled Banner, The	22	Homecoming	26
Stress & Emergency Dose Medication Consent Form-4.35F6	17	Honor Students	28
Stress Dose Self-Administration Consent Form-4.35F7	18	Illness	29
Student Electronic Device & Internet Use Agreement-4.29F	11	Locker Rooms	30
Student Handbook Policy	2	NCAA Clearinghouse Eligibility	26
Student Substance Testing Consent Form	10	Practice	31
ELEMENTARY SECTION	23	Publications	29
Arrival and Dismissal	23	Rules of Conduct	28
Assertive Discipline	24	Scheduling Officials	31
Checking In and Out	23	Secondary School Mission Statement	26
Deliveries	24	Secondary School Vision Statement	26
EAST Program	24	Stadium Press Box Facilities	30
Elementary Mission Statement	23	Student Council	29
Elementary Motto	23	Student Librarians	29
Elementary Objectives	23	**DISTRICT SECTIONS**	33
Elementary Vision Statement	23	Abuse or Insult of Teacher	39
Extra-Curricular Policy	24	Admission to School Activities	35
Guidance and Counseling Program	24	Asbestos	35
Guidance Counseling Referral Procedures	24	Bomb Threats	40
Identification Badges	23	Buildings and Grounds	35
Money	24	Bus Safety Rules and Policy	43

ITEM	Pg#	ITEM	Pg#
Cafeteria	43	Truancy	38
Civil Rights Compliance & Grievance Procedure	35	Tutoring	43
Conduct and Behavior Policies	40	Withdrawals	38
Conferences	43	**BOARD POLICIES—SECTION 4 STUDENTS**	45
Continued Misbehavior	40	Absences—4.7m	59
Definitions	33	Academic Course Attendance Private/Home School—4.59	104
Destruction of Buildings and Furniture	40	Alcohol and Drugs—4.24m	67
Disciplinary Measures	40	Antisemitism Prohibited—(4.65)	113
Discipline List	41	Arkansas Direct Admissions Program—(4.66)	114
Discipline: Students with Disabilities	42	Bullying—4.43	83
Disclosure Policy	44	Closed Campus—4.10m	61
Dismissal from School	40	Communicable Diseases and Parasites—4.34	77
Disturbance	40	Compulsory Attendance Requirements—4.3m	49
Dropped	39	Conduct to and from School and Transportation Eligibility—4.19	66
ESSA	34	Contact with Students While at School—4.15	64
Expelled or Suspended Students	44	Corporal Punishment—4.39	81
Extended Illness	38	Disruption of School—4.20	66
Extracurricular Policy	44	Dress Code—4.25m	68
Gifted/Talented	34	Emergency Drills—4.37	80
Information of Rights and Responsibilities	38	Entrance Requirements—4.2	46
In-School Detention Program—ISD	41	Equal Educational Opportunity—4.11	61
Interrogation and/or Removal from School	39	Expulsion—4.31	75
Leaving School	38	Extracurricular Activities-Elementary—4.56.1	98
Library	43	Extracurricular Activities-Secondary Schools—4.56	96
Lockers	39	Extracurricular Activity Eligibility for Home Schooled Students—4.56.2	98
Lost and Found	35	Extracurricular Activity Eligibility for Private School Students—4.56.3	103
Permanent Records	34	Food Service Prepayment—4.51	92
Physical Abuse or Assault by a Student on a School Employee	40	Food Sharing and Its Removal from Food Service Area—4.58m	104
Pirate Web Page	44	Gangs and Gang Activity—4.28	68
Placement Guidelines for Students of Home School & Non-Accredited Institutions	42	Home Schooling—4.6	58
Pre-School Eligibility for ABC Program	38	Homeless Students—4.40	81
Responsibility for Student Conduct	33	Immunizations—4.57	102
Role & Authority of School Employees and Volunteers for Student Discipline	40	Internet Safety and Electronic Device Use Policy—4.29	73
Saturday Detention	41	Laser Pointers—4.28m	73
School Finance	34	Make-Up Work—4.8m	60
Section 504	34	National Anthem-4.44	84
Special Services	34	Parent/Guardian Notice for Google Workspace	74
Sportsmanship/School Activities	44	Permanent Records—4.38	81
Student Identification Policy and Procedure	39	Physical Examinations or Screenings—4.41	82
Student Publications	39	Placement of Multiple Birth Siblings—4.53	94
Telephones	35	Pledge of Allegiance—4.46	89
Textbooks and Workbooks	44	Possession and Use of Cell Phones—4.47	90

ITEM	Pg#	ITEM	Pg#
Privacy of Students' Records/Directory Information—4.13	61	Artificial Intelligence—5.10	121
Prohibited Conduct—4.18m	65	Computer Science Course Prerequisites and Progression—5.16	123
Residence Requirements—4.1	46	Computer Software Copyright—5.9	120
School Choice—4.5	50	Concurrent Credit—5.22	127
School Choice Acceptance Letter-Capacity for Immediate Transfer—4.5F2	55	Curriculum Development—5.3	113
School Choice Acceptance Letter-Immediate Not Available—4.5F3	56	Digital Learning Courses—5.11	122
School Choice Provisional Rejection Letter—4.5F4	57	District Web Site—5.20m	125
School Choice Rejection Letter—4.5F5	57	Educational Philosophy—5.1	112
School Choice Reolution—4.5Fm	54	English Language Learners—5.27	129
School Meal Modifications—4.50	92	Grading & Reporting to Parents—5.15m	123
Search, Seizure, and Interrogations—4.32	76	Health Services—5.18m	124
Smart Core Curriculum for 2026—4.45	85	Homework—5.14m	123
Smart Core Curriculum for 2027 and Thereafter-4.45.1	87	Honor Roll and Honor Graduates—5.17m	124
Special Education—4.49	91	Marketing of Personal Information—5.25	128
Student Assault or Battery—4.21	66	Enhanced Student Achievement Funding Expenditures—5.28	130
Student Behavioral Intervention & Restraint-4.60	105	Planning for Educational Improvement—5.2	112
Student Discipline—4.17	64	Request for Reconsideration of Instructional or Supplemental	117
Student Handbook—4.42	2	Request for Reconsideration of Library/Media Center Materials—5.7F	119
Student Illness/Accident—4.36	80	School Improvement Teams—5.4m	113
Student Medications—4.35	77	Selection/Inspection of instructional Materials—5.5	114
Student Name, Title or Pronoun—4.62	109	Selection of Library/Media Center Materials—5.7	117
Student Promotion and Retention—4.55	94	Use of Copyrighted Materials—5.8	119
Student Publications and the Distribution of Literature—4.14	63	Web Site Privacy—5.20.1m	126
Student Religious Expression—4.63m	109	Wellness—5.29	130
Student Sexual Harassment—4.27	69	**BOARD POLICIES—SECTION 6 COMMUNITY RELATIONS**	134
Student Transfers—4.4m	50	Communication Goals—6.1	135
Student Use of Artificial Intelligence—4.64	110	Complaints—6.7	137
Student Use of Multiple Occupancy Rooms—4.61	109	Distribution of Printed Materials—6.8	138
Students' Vehicles—4.33	77	Fund Raising—6.6m	137
Students Who Are Foster Children—4.52	93	Media Relations and News Releases—6.9	138
Suspension from School—4.30	74	Parent Compact	140
Tobacco and Tobacco Products—4.23	67	Parent, Family & Community Engagement Policy-District—6.11m	139
Video Surveillance and Other Student Monitoring—4.48	90	Parent, Family & Community Engagement Policy-School—6.12	139
Visitors—4.16m	64	Public Gifts and Donations to the Schools—6.3	135
Weapons and Dangerous Instruments—4.22	66	Relations with School Support Organizations—6.2	135
BOARD POLICIES—SECTION 5 CURRICULUM	112	Sex Offenders on Campus (Megan's Law)	138
Advanced Placement, International Baccalaureate, and Honors Courses—5.21	127	Volunteers—6.4m	136
ALE Program Evaluation—5.26.1	129		
Alternative Learning Environments—5.26	128		
Arkansas Course Choice Program—5.19	125		
Challenge of Instructional/Supplemental Materials—5.6	115		

GOSNELL SCHOOL DISTRICT
Student Substance Testing Consent Form

I, _____ the parent of/guardian of _____

do hereby consent to the policy of the Gosnell School District regarding chemical screen testing for the participants in the activities listed.

- Extra-curricular activities
- Operating a vehicle on campus

I agree to abide by, and comply with, this policy as a condition to my child's participation in the activities listed.

Custodial Parent/Legal Guardian (signature) _____

Date _____

I, _____a student in the Gosnell School District who participates in affected activities at Gosnell Junior High School/Gosnell High School, do hereby consent to abide by, and comply with, the chemical screen test policy of the Gosnell School District.

Student (signature) _____ Date _____

4.29F—STUDENT ELECTRONIC DEVICE and INTERNET USE AGREEMENT

Student's Name (Please Print) _____ Grade Level _____

School _____ Date _____

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

1. Conditional Privilege: The Student's use of the district's access to the Internet is a privilege conditioned on the Student's abiding to this agreement. No student may use the district's access to the Internet whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed this agreement.

2. Acceptable Use: The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal laws 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 this 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, and the same shall be incorporated into the district's written student discipline policy." You may choose to tailor your punishments to be appropriate to the school's grade levels.]**

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;
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; or
z. Installing or downloading software on district computers without prior approval of the technology director or his/her designee.

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

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

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

8. Signatures: We, the persons who have signed below, have read this agreement and agree to be bound by the terms and conditions of this agreement.

Student's Signature: _____ Date: _____

Parent/Legal Guardian Signature: _____ Date: _____

GOSNELL SCHOOL DISTRICT

4.35Fm—MEDICATION AUTHORIZATION RELEASE FORM

Student's Name (Please Print) _____

This form is good for school year 2025-26 only. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school nurse, or trained designee, has my permission to take a photograph of my student for identity purposes.

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

I certify that *at least one dose* of the medication has *previously been given* and NO adverse reactions were experienced. I hereby authorize the school nurse to administer the following medications to my student during the school day in accordance with the administrative policy in the student handbook. For any oral controlled substance, in the unavailability of a school nurse, the parent delegates permission to administer the listed medication to any of the following designees:

Designees: 1) _____ 2) _____ 3) _____

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 medications in accordance with this consent form.

Signature of Parent/Guardian _____ Date _____

Name of medication _____

Name of prescribing health care provider _____

Dosage _____

Instructions for administering the medication _____

_____

Other instructions _____

Date	Pill Count	Brought By	Signature/Signature (2 persons)		Comments

Date Adopted: July 15, 2013
Last Revised: July 23, 2024

4.35F2—MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year 2025-26 only. 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 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, 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, 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: May 17, 2012

Last Revised: June 23, 2025

4.35F3—GLUCAGON AND/OR INSULIN ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for the school year 2025-26 only. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from diabetes. The IHP authorizes the school nurse to administer Glucagon or insulin to my child in an emergency situation.

In the absence of the nurse, trained volunteer district personnel may administer to my child in an emergency situation:

Glucagon_____

Insulin_____

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

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

Parent or legal guardian signature _____

Date _____

Date Adopted: May 17, 2012

Last Revised: May 28, 2015

4.35-F4—EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year 2025-26 only. 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: July 15, 2013

Last Revised: June 23, 2025

4.35F5—ALBUTEROL EMERGENCY ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year 2025-26. 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 albuterol in emergency situations. I hereby authorize the school nurse or other school employee certified to administer albuterol to administer albuterol in emergency situations when he/she believes my child is in perceived respiratory distress.

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 albuterol 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 albuterol in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature _____

Date _____

Date Adopted: June 24, 2019

Last Revised: July 23, 2024

4.35F6—STRESS AND EMERGENCY DOSE MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year 2025-26 only. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

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

Date of health care provider's order _____

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

_____

Other instructions _____

_____

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

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

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

Parent or legal guardian signature _____ Date _____

Date Adopted: June 28, 2021

Last Revised: July 23, 2024

4.35F7—STRESS DOSE MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year 2025-26. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

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

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

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

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

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

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

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

Parent or legal guardian signature _____ Date _____

Date Adopted: June 28, 2021

Last Revised:

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 Gosnell 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 18 or older)_____

Date form was filed (To be filled in by office personnel) _____

4.41F—OBJECTION TO PHYSICAL EXAMINATIONS OR SCREENINGS

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to the physical examination or screening of the student named below.

Physical examination or screening being objected to:

____ Vision test

____ Hearing test

____ Scoliosis test

____ Other, please specify _____

Comments:

_____

Name of student (Printed)

_____

Signature of parent (or student, if 18 or older)

_____

Date form was filed (To be filled in by office personnel)

Date Adopted: April 10, 2017

Last Revised:

GOSNELL SCHOOL DISTRICT

PARENTAL CONSENT TO ACCESS PUBLIC INSURANCE AND TO
RELEASE PERSONAL IDENTIFIABLE INFORMATION

Dear Parent/Guardian:

The District performs vision and hearing screenings on Kindergarten, 1st, 2nd, 4th, 6th and 8th grade students and transfer students each year as required by Arkansas law. You will be notified if your child does not pass the screening.

By providing the requested information below, the District may be reimbursed by Medicaid/AR Kids.

Your consideration and response is appreciated. Please return the completed form to your child's homeroom teacher **ONLY** if your child has Medicaid or AR Kids Insurance.

In compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

I, _____, give permission for my child, _____'s

(Parent/Legal Guardian First and Last Name) (Child's First and Last Name)

personal identifiable information/student education record/vision and hearing screening results to be disclosed to a Third Party Billing Agent for the purpose of billing Medicaid/AR Kids for reimbursement for vision and hearing screening.

Printed Name of Parent/Guardian: _____

Parent/Guardian Signature: _____

Date: _____

Child's Name: _____

Grade: _____

Medicaid Number: _____

STUDENTS: PLEASE RETURN TO YOUR HOMEROOM TEACHER

TEACHERS: PLEASE RETURN TO YOUR BUILDING SECRETARY

EMERGENCY/INCLEMENT WEATHER

In case of emergency and it becomes necessary to dismiss school early due to low gas pressure, severe weather warnings or other unavoidable conditions, you should instruct your child where to go if you are not home. In extreme inclement weather, it may be necessary to suspend school for a day or more. In such instances, announcements concerning the status of school will be made by 6:30 a.m. on the local news media (KHLS 96.3 FM, KTMO 98.9 FM, and KAIT-TV Channel 8, Jonesboro).

ACCREDITATION

All Gosnell Schools are fully accredited by the Arkansas Department of Education and all continually receive the highest rating possible to be given to institutions of this type. To keep this rating, rigid standards must be maintained. The school board, superintendent, principals and faculty are constantly on guard to maintain these high standards. A student is fortunate to have the privilege of attending a school with this rating and to know his/her credits will be accepted by all colleges without question.

Gosnell School District provides a Safe and Drug Free Learning Environment. Gosnell School District offers a Successful, Safe, and Healthy Student Body.

PLEDGE TO THE FLAG

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands; one nation, under God, indivisible, with liberty and justice for all.

THE STAR SPANGLED BANNER

Oh! Say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous flight
O'er the ramparts we watched were so gallantly streaming?
And the rockets red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
Oh! Say, does that star spangled banner yet wave
O'er the land of the free and the home of the brave?

ALMA MATER

Oh, here, Gosnell High, here's to you,
May we always be loyal and true.
And proudly our praises will sing,
Throughout the ages, let them ring!
And all through our life, we'll recall
The school that to us, was best of all.
So here, Gosnell High, here's to you
The Blue and Gold, the Blue and Gold
Will live forever!

COLORS AND EMBLEMS

Gosnell Schools' colors are blue and gold. These are used in all letters given by the school and in the uniforms worn by various organizations. The Pirate is emblematic of the fighting spirit of the Gosnell athletic teams and the name applied to all teams which participate in inter-school sports contests.

GOSNELL ELEMENTARY SCHOOL

GOSNELL SCHOOLS

Gosnell High School

ELEMENTARY SECTION

Items contained in this section apply to students Kindergarten through 6th grade in the Gosnell School District.

Gosnell Elementary Vision

Educate, Encourage, Empower….

Every Student, Every Day

The Gosnell Elementary motto is "Building a foundation for success."

Gosnell Elementary Mission

To build a foundation for success by providing all students with a supportive and nurturing environment so they become successful, lifelong learners.

OBJECTIVES

1. Promote within each student an awareness of his/her abilities for the development of a positive self-concept.
2. Help each child reach his/her potential in intellectual, social, and physical development.
3. Provide an atmosphere that will be free of drugs and violence and will offer a disciplined environment conducive to learning.
4. Provide opportunities for students to participate in various aesthetic experiences.
5. Help students acquire good study habits and work profitably in classroom situations so they may be prepared for responsible citizenship.
6. Develop decision-making skills that will promote leadership abilities in our students.
7. Provide opportunities for parents and children to participate in planning, developing, and evaluating learning experiences.
8. Develop mastery of skills in the various curriculum areas that are necessary for living in today's world.
9. Develop technological awareness and enhance academic skills through current trends in technology.
10. Provide multicultural experiences.

CHECKING IN AND OUT—ELEMENTARY

Students can only be checked out through the office by a parent /guardian or other responsible person pre-approved by the parent/guardian. A form will be available in the office for pre-approved people. A photo ID will be necessary to check out a child. Students may be checked out after 2:30 for medical reasons only.

Date Adopted: May 23, 2013
Last Revised:

VISITORS DURING SCHOOL HOURS—ELEMENTARY *(See also 4.16m)*

Entrance to the student area will be granted only for the following:
1. Lunch with your child.
2. Scheduled conference with faculty member.
3. Volunteering in the parent center.

Entrance to the student area requires photo identification that must be left in the office during your visit. An identification tag will be obtained in the office and worn during the visit.

Date Adopted: May 23, 2013
Last Revised: June 20, 2022

ARRIVAL AND DISMISSAL—ELEMENTARY

Students at Gosnell Elementary are not to arrive before 7:30 a.m. Students arriving before that time are unsupervised and will not be admitted to the building. Students arriving at 7:30 will go to the old cafeteria until dismissal at 7:45. Students arriving late must be signed in by an adult. Students must either ride a bus or be picked up in the car line for safety reasons. Vehicles must have the child's name visibly displayed in the car. These signs are to be requested from the office. Stopping in the street or parking lots to drop off/pick up students is prohibited.
Date Adopted: May 23, 2013
Last Revised: March 31, 2025

IDENTIFICATION BADGES—ELEMENTARY

All K-6 students at Gosnell Elementary are issued identification badges for use during the school day. They will not go home with the students.

Date Adopted: May 23, 2013
Last Revised: June 25, 2018

MONEY

When it is necessary to send money to school for lunches, parties, annuals, etc., please place it in an envelope with the child's name on it and state the purpose. If possible, correct change is appreciated. Personal checks made payable to Gosnell Schools are acceptable. Please instruct your child to keep the envelope in his/her pocket, lunch box, or safe place until he/she gives it to his/her teacher.

PARTIES

The elementary school has a Christmas and a Valentine party each year. Limited parties for other occasions are scheduled on individual classroom basis. Parents wishing to help should contact their child's teacher and offer their services. State law requires that items being served must be prepared in a state inspected kitchen such as a bakery or purchased from the store in a sealed package.

DELIVERIES

Students will not be able to receive any deliveries by businesses or parents of food, balloons, flowers or gifts at school.

EXTRA-CURRICULAR POLICY (*See also 4.56.1)*

Gosnell Elementary students in the fourth, fifth, and sixth grades can participate in the extra-curricular activities offered: boys' basketball, girls' basketball, cheerleading, and 6th grade band. The following requirements must be met for participation in all elementary activities:

1. Activities shall have a faculty advisor or sponsor.
2. Participants must maintain a "C" average in each academic subject.
3. Participants must maintain a passing conduct grade.
4. No student is permitted to take part in inter-school competition if he/she is absent from any academic class on the day(s) of the activity unless approved by the building principal.

EAST PROGRAM

The EAST (Environmental and Spatial Technology) program is student-centered and self-directed learning; students tackle real-world problems by working with community members to find solutions to identified problems using the latest technology. Any student in grades 5-8 can apply to be in the EAST program.

REGISTRATION K-6

Registration is held in the spring and summer for the following school year. All students must present upon registration a social security number, proof of age, completed physical form and a shot record with these minimum requirements: 4 doses DTP/TD or DT for entering kindergarten students (1 after 4th birthday), 2 measles (after 1st birthday), 3 doses polio (1 after 4th birthday) and 2 doses varicella if a child has not had chicken pox, 1 dose of HEP A vaccine, 3 doses of the HEP B vaccine. Any child reaching the age of 5 on or before August 1 may be enrolled in kindergarten. Any child reaching the age of 6 on or before October 1 may be enrolled in 1st grade if they have completed one year of kindergarten. Two utility receipts as proof of residence will be required upon enrollment of new students.

GUIDANCE AND COUNSELING PROGRAM

Guidance counseling and individual counseling services are available for students grades kindergarten through sixth grade. The program is chiefly concerned with meeting the physical, social, emotional and educational needs of the children. Goals in these areas will be mainly addressed through the classroom guidance sessions. Referral services are available to determine the need for counseling on an individual basis. The counselors also serve in a consultative capacity to assist staff members, parents, and community to meet student needs.

GUIDANCE COUNSELING REFERRAL PROCEDURES

Referral for counseling a student may be made by a student, staff member, parent or family member. A referral form is available for staff members to refer students. These forms are kept outside the counselor's office door for easy access. Parents or other family members can make a referral directly to the counselor or classroom teacher. The same form is filled out to keep priorities in order and to assist the counselor in recognizing student needs.

Students who are self-referred, fill out a form with their name, teacher's name, and conference request time and date. These forms are available outside the counselor's office and are placed in a mailbox. Appointments are scheduled as soon as possible.

Counselors maintain an open door policy for visitation and conference. If the office door is open, students, staff members, and parents are welcome to enter. A closed door indicates the counselor is in conference and a message should be left so the counselor can contact that person at a later time. Referrals are filed in a locked cabinet for future reference, if necessary.

ELEMENTARY ASSERTIVE DISCIPLINE POLICY (*See also 4.30, 4.31, & Discipline List)*

To ensure that the learning experience is conducive to learning and the teaching/learning is not interrupted by inappropriate behaviors by students, the elementary school will develop classroom procedures that promote appropriate behavior and encourage students to follow the school rules. It is our belief that positive reinforcement through rewards for individual students and class achievement for appropriate behaviors will enhance learning and encourage self-control and maintain discipline in our school.

Teachers in each grade group will develop a set of procedures appropriate for students at their grade level that can be consistently applied in every classroom. The procedures will include rewards for students and classes as is appropriate to encourage students to be good citizens. The procedures will also include consequences to be applied within the classroom when students make poor behavior choices. Teachers will

decide when student behavior necessitates a referral to the principal's office so that learning can continue for the rest of the students in the class.

Students will assume responsibility for their actions, both appropriate and inappropriate. Parents and students will be informed of school rules, as well as the rewards and consequences for student behavior. School rules will remain posted all year in each classroom.

Teachers are responsible for maintaining discipline but the principals will support the teacher in these efforts when necessary and parents will be notified at that time.

Elementary School Rules

1. Be in your assigned seat/location ready to work when the bell finishes its ring or the proper signal is given.
2. Bring paper, pencils, books and completed assignments every day.
3. Keep hands, feet, books, and objects to yourself.
4. No swearing, rude gestures, cruel teasing, or put-downs.
5. Follow directions.

For students whose behavior requires a referral to the principal's office, consequences include, but are not limited to the following:

- Verbal warning
- Loss of privilege
- Detention
- Conference involving the teacher and parent or guardian
- Corporal punishment
- Sent home for the remainder of the day with no loss of credit
- In-School Detention
- Suspension from school, 1-10 days depending on severity, with loss of credit
- Recommendation for expulsion

SECONDARY SECTION

Items contained in this section apply to students in grades 7 through 12 of the Gosnell School District

GOSNELL SECONDARY SCHOOL VISION STATEMENT

The Gosnell Secondary School is building a foundation for success based upon readiness, responsibility, and respect.

GOSNELL SECONDARY SCHOOL MISSION

*The Gosnell Secondary School has **CLASS:***

C - Challenging Academics

L - Leadership and life skills

A - Active citizenship

S - Social success

S - Safe environment

HOMECOMING & WINTER COURT

Homecoming and Winter Court will be the only royalty events for the year. Homecoming will be held in conjunction with a home football game. Winter court will be in conjunction with a home basketball game. Candidates for freshmen maids/princes, sophomore maids/princes, junior maids/ princes, senior maids/princes and king and queen will be nominated from each club, organization and athletic team. Candidates for Homecoming must have a grade point average of at least 2.0.

NCAA CLEARINGHOUSE ELIGIBILITY

It is the responsibility of each athlete to check with the counselor for NCAA Clearinghouse Standards for eligibility in college athletics.

COURSES OFFERED IN JR. HIGH GRADES 7 & 8

SEVENTH GRADE		*EIGHTH GRADE*	
English 7	EAST	English 8	Theater
Honors English 7	Physical Education	Honors English 8	Vocal Music
Math 7	Keycode	Math 8	Instrumental Music
Honors Pre-Algebra	Art	Honors Algebra I	Intermediate Band
Science 7	Theater	Science 8	General Music
Honors Science 7	Vocal Music	Honors Science 8	Library
Social Studies 7	General Music	Social Studies 8	Physical Education
Honors Social Studies 7	Instrumental Music	Honors Social Studies 8	Health
Academic Reading	Beginning Band	Career Orientation	Art
Health	Library	Keycode	Athletics
Athletics	GATE	EAST	GATE
		Academic Reading	

COURSES OFFERED IN HIGH SCHOOL GRADES 9, 10, 11, 12

Each course is ½ credit per semester. Courses successfully completed will NOT be repeated. Courses will NOT be taken out of sequence. No audit or independent study courses will be allowed.
AP – indicates an advanced placement course.
* - indicates a semester course and all other courses are offered for a full year.

ENGLISH LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES	ELECTIVES
English I	Algebra I	Civics*	Drivers' Education*
English II	Algebra II	Honors Civics*	Health*
English III	Honors Algebra II	U.S. History Since 1890	Physical Education
English IV	Geometry	AP US History Since 1890	Recreational Sports*
Honors English I	Honors Geometry	World History Since 1450	Athletics
Honors English II	Algebra III	Honors World History	Intro to Agriculture
AP Language (Jrs)	Career & Technical Math	World Geography*	Managing Natural Resources
AP Literature (Srs)	Pre-Calculus/Trig	Honors World Geography*	Agricultural Metals
Speech*(CIV lab)(DL)	AP Statistics	Arkansas History*	Forestry & Wildlife
Journalism		Honors Arkansas History*	Agricultural Mechanics
Journalism II (newspaper)	**FINE ARTS**	Economics*	Digital Marketing
Journalism III (newspaper)	Art I	Honors Economics*	Intro to Business
Journalism IV (newspaper)	Art II	Psychology*	Intro to Education
Journalism II (yearbook)	Art III	Sociology*	Life & Fitness Nutrition
Journalism III (yearbook)	Art IV		Food & Safety Nutrition
Journalism IV (yearbook)	Music Appreciation	**SCIENCE**	Career Readiness*
Spanish I (Virtual)	Instrumental Music I (Band)	Physical Science Integrated	College & Career Readiness*
Spanish II (Virtual)	Instrumental Music II (Band)	Honors Physical Science Integrated	
French I (virtual)	Instrumental Music III (Band)	Environmental Science	
French II (virtual)	Instrumental Music IV (Band)	AP Environmental Science	
	Vocal Music I (Choir)	Biology Integrated	
	Vocal Music II (Choir)	Honors Biology Integrated	
	Vocal Music III (Choir)	Chemistry Integrated	
	Vocal Music IV (Choir)	Honors Chemistry Integrated	
		Human Anatomy & Physiology	
		Physics	

CORRIDORS GRADES 7-12

1. There will be no excuse for loitering in the hallways between periods, which includes the lunch period,
2. The movement of students during changing of classes is to keep to the right through the hallways and use the IN and OUT doors properly.
3. Do not run, sing or whistle in the corridors.
4. Avoid gathering in groups. Groups usually mean loud talking and boisterous conduct.
5. Please do not stand around your locker for the purpose of talking and visiting.

RULES OF CONDUCT (*See also 4.30, 4.31, & Discipline List)*

1. Assignments (7th—12th grades) : To request assignments for 7th and 8th grades call 532-4017 and for 9th-12th grades call 532-4010 between 8:00-8:45 a.m. Assignments will be available after 2:00 p.m.
2. Tardiness: We allow ample time for students to get to classes. Students will be referred to the office by their teachers for excessive tardiness. Students who are excessively tardy for first period could lose their driving privileges. Consequences for tardiness will range from verbal reprimand to expulsion.
3. Lockers: Students are furnished combination locks by the school and are expected to keep them on their lockers and locked at all times. Students will pay for losing locks. Students must use their assigned locker. Students cannot share with other students.
4. Miscellaneous: No blankets are allowed during the instructional day. Calls on the phone must be limited to a maximum of three minutes.
5. After school detention with prior parental notification may be required for any violation of school rule of conduct.
6. Students in grades 7-12 will attend a full day of classes. Any extenuating circumstances in scheduling must be approved by the Principal.
7. Age limit: All dates of students must be under the age of 21 to attend dances and related activities.
8. Jr. High dances are limited to students in grades 7, 8, and 9.

DEMERIT SYSTEM

3 - 1. Unexcused tardy
2 - 2. Annoying classmates
5 - 3. Failure to turn in assignments
3 - 4. Incomplete assignment
5 - 5. Failure to bring work material to class
5 - 6. Lack of cooperation
50 - 7. Insubordination
1 - 8. Inattention
3 - 9. Excessive talking
3 - 10. Being out of their desk or assigned seat
3 - 11. Mischief

CONDUCT GRADES WILL BE GIVEN ACCORDING TO THESE DEMERIT LEVELS:

A = 0-15 demerits

B = 16-30 demerits

C = 31-50 demerits

D = 51-75 demerits

F = 76 or more demerits

HONOR STUDENTS

All honor students must meet the provisions of the honors diploma. Students' grade point averages will be determined by allowing four points for each "A" earned in a full credit course, three points for each "B", two points for each "C" and one point for each "D", and no points for each "F". Courses considered advanced placement will be weighted and included in the calculation of the grade point average as described in the "Advanced Placement" section above. The valedictorian(s) of the senior class will be the graduating senior(s) with a 4.0 GPA who has attended Gosnell High School at least two semesters and whose credits were earned at a school of equal rating. If no student has a GPA of at least a 4.0 then the valedictorian will be the student with the highest GPA. The salutatorian(s) will be the graduating senior(s) with the second highest grade point average, etc. Exact ties will result in multiple valedictorians or salutatorians as necessary. Valedictorians and Salutatorians must meet the requirements of Top Ten. Top Ten students must be Honor Graduates.

For membership in the National Honor society, students must qualify for an honors diploma. Class rank will be calculated at the end of the fall semester of the senior year. All students will be ranked based on their calculated GPA.

GRADUATION EXERCISES

Graduation exercises will be held in the high school gymnasium or stadium. They are sponsored and paid for by the school district with no cost to the senior class. Honor students will be recognized and appropriate addresses given, followed by the presentation of diplomas. Caps and gowns will be purchased by students.

Graduation exercises are intended for seniors who meet all requirements for graduation. Any senior who fails to meet the requirements by graduation day will not participate in the graduation ceremony. Such seniors will receive their diplomas as soon as they fulfill the graduation requirements.

ON TIME FOR GRADUATION
Students entering grade 9 must have 0 – 5.5 credits to be considered on time for graduation.
Students entering grade 10 must have 6 – 11.5 credits to be considered on time for graduation.
Students entering grade 11 must have 12 – 17.5 credits to be considered on time for graduation.
Students entering grade 12 must have 18 or more credits to be considered on time for graduation.

CLUBS

Gosnell School offers the following clubs for their students: The National Beta Club, Family, Career, and Community Leaders of America, Future Farmers of America, Fire Marshall Club, Fellowship of Christian Students, History Club, Key Club, Library Club, Science Club, National Honor Society, Mu Alpha Theta, Future Business Leaders of America, Art Club, Peer Counselors, Quiz Bowl, Pirates are Concerned, Health and Wellness Club.

COUNSELING AND GUIDANCE SERVICES

Counseling and guidance services are provided for all students at Gosnell Secondary School. Career, educational and personal services are provided by the counseling staff. Students may come for counseling on their own or they may be referred by members of the faculty.

Career Counseling: Information about occupations is available in the counseling office to acquaint the student with a variety of career possibilities. Testing and individual or group counseling are provided to assist the student in making an appropriate career choice.
In addition, college catalogs may be checked out from the counseling office at the student's convenience and counseling is available in this area as well as vocational training information to inform the student about continuing his studies in these areas.

Personal Counseling: Counseling is available to the student who is experiencing personal problems and emotional concerns. Counseling sessions are strictly confidential and designed to help the student make their own decisions and become responsible for their choices.

Schedule Changes: Students must attend classes that are on record in the office. Schedule changes must be made through the counselor and approved by the principal. No schedule changes will be made after the first two weeks of the semester.

Scholarships: Scholarship information and applications are available to all students. It is the student's responsibility to apply. Additional scholarship information will be located in the Counselor's office, library, Principal's office and the Senior English classroom.

GUIDANCE SERVICES

- Students may seek counseling or other guidance services or they may be referred by a teacher, by the principal, or by a parent.
- Individual counseling is offered to students who have personal conflicts that need to be resolved.
- Guidance is provided to assist students with their educational planning.
- Career and occupational information is available to assist students in exploring their career interests.

ILLNESS

The school does not have a clinic as such. Therefore, those who are extremely ill will be permitted to go home. Only in extreme cases should a student request permission to go home. Please comply with this request. Frequent illness will require a doctor's statement for readmission.

STUDENT LIBRARIANS

Students who show an interest in library work may assist in the library with the consent of the librarian. They must above all be trustworthy and willing to enforce the library regulations without prejudice. They are expected to be neat, orderly, quiet, and show a willingness to assist others in how to use the library.

PUBLICATIONS (*See also 4.14)*

THE SPYGLASS is the official school newspaper. It is edited by a staff of pupils, under the direction of a faculty member. It has as its aims; the presentation of pupil attitudes and opinions, the reporting of school activities, and the promotion of educational interests in the school and community. All pupils are eligible for a place on the Pirate News Staff which includes the editorial and business staff. These students are selected by the advisor on the basis of journalism ability, diligence, and dependability, and an interest and loyalty to school affairs. All contributors, upon meeting certain requirements, can become eligible.
THE PIRATE is the name of the high school yearbook. It is published by the annual staff in order to give each student a pictorial record of his school days. Staff members are chosen in the same manner as the school paper.

STUDENT COUNCIL

The Student Council is composed of outstanding students with average or above citizenship who have been elected by the student body. The Student Council will serve as an advisory group for the principal.

FOREIGN EXCHANGE STUDENTS

Gosnell High School will not accept students who have graduated from other schools. Foreign exchange students must have complete fluency in English.

ATHLETIC FIELD

Various athletic facilities, gyms, fields, etc. may be used by all schools when properly scheduled through the Superintendent or appropriate principal.

These rules and regulations are set forth in order to preserve the quality of the playing field at all times, and will be strictly adhered to by all concerned. Any violation of these rules and regulations will result in strict disciplinary action to be taken by the Superintendent of Schools and the Board of Education.

All students engaged in athletic practice should be dismissed, without penalty, to attend club meetings and authorized extended educational trips.

Senior High School Football Team:

The senior high school football team will be allowed to play one night scrimmage game prior to the first game of the regular season. The time and date will be announced by the senior high school football coach. No other night scrimmage games will be played during the regular season on these premises.

Junior High School Football Team:

The junior high school football team will be allowed to play one night scrimmage game prior to the first game of the regular season on the senior high school football field. The time and date of such game will be announced by the junior high school football coach, after having secured approval of such time and date from the senior high school coach and principal. No other night scrimmage games will be played during the regular football season on these premises.

Senior High School Band:

The band may use the football field for practice when it is not being used by the football team and in agreement with the coaches.

Other Scrimmage Games:

All other scrimmage games for senior high school and junior high school football teams will be played in a designated area to be clearly defined and marked off and announced by school officials prior to the regular football season. The scheduling of all such games will be made with the senior high football coach, and must be arranged for well in advance of such game.

All students and other unauthorized personnel will refrain from using the senior high football field for any purposes whatsoever, except those as specifically outlined above. It will not be used by the students during recess times, lunch periods or before or after school hours for any purpose. The stadium bleachers will likewise not be used by any students or unauthorized personnel at any time except when in attendance of regularly scheduled football games or other events sponsored by the school.

STADIUM PRESS BOX FACILITIES

The press box facilities located at the top of the stadium on the east side will be strictly off limits to all unauthorized personnel at all times. The first or lower level of this facility is for the use of the members of the School Board and special guests at the discretion of the Superintendent of Schools. At no time will any student be allowed in these premises without direct authority of the Superintendent of Schools.

The second or top level of this facility will be used only by such authorized personnel as the Clock Operator, Public Address System or Radio Operator, Members of the Press, Photographers, and members of the Coaching Staff or Athletic Department as may be designated for any particular event.

GYMNASIUM AND EQUIPMENT COORDINATING POLICIES

In order to maintain the high quality of the gym and athletic equipment, the following rules are to be observed. Infraction of these rules will necessitate accountability to the Superintendent of Schools and the Board of Education.

GYMNASIUM

The respective gyms are not to be used for any activity without the approval of the respective principals. This includes the use of the bleachers. Street shoes are not permitted on the playing floor. The last authorized person to complete a practice is responsible for the gym, for security measures and for turning off all lights and exhaust fans. No athletic practices damaging to the gym are allowed.

COACHES OFFICES

The coaches' office will be used for coaches and authorized personnel. The telephone is for official use only. Under no circumstances are students to use the phone without the permission of the coach. All calls must be recorded in the phone log which will be placed under the phone.

LOCKER ROOMS

Coaches must be present while teams are utilizing the locker rooms. After practice or games, the coach in charge is responsible for locker room cleanliness. Proper storage of all gear and equipment is also his responsibility. There are receptacles for trash, paper wrappings, etc.

SCHEDULING OFFICIALS

The senior high school coaches will be responsible for all scheduling and hiring of officials for both the junior and senior high school athletic events.

EQUIPMENT

Physical education and athletic equipment will be for school purposes rather than personal use. At the end of each season, all equipment must be properly cleaned and stored in designated locations as determined by senior high school coaches. No basketball facilities or equipment are to be used by the grade school.

PRACTICE

Practice areas and schedules will be designated and approved by the principal and/or senior high basketball coach. Dressing rooms will be assigned prior to season openings.

CHEMICAL SCREEN TESTING POLICY FOR GOSNELL SCHOOL DISTRICT

It is the philosophy of the Gosnell School District that all students involved in extra/intra curricular activities and driving on campus should be encouraged and supported in their efforts to develop and maintain a chemical-free lifestyle. The Gosnell School District recognizes that the use of mood-altering chemicals is a significant health problem for students, resulting in negative effects on behavior, learning and the total development of each individual. The misuse and abuse of mood-altering chemicals for some students affect academic growth, achievement, activity participation and development of related skills. Family, teammates, and schoolmates' lives are affected by the misuse and abuse of drugs.

The Gosnell Board of Education is determined to help students by providing another option for them to say "NO." Chemical abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the misuse of the legal drugs and medications. Purpose of a Chemical Abuse Policy: To allow the students of Gosnell School District to know that the school is concerned about their total well-being. The Gosnell 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 assist students of Gosnell School District to resist the peer pressure that directs them toward the abuse or misuse of chemical substances.
- To establish standards of conduct for students of Gosnell School District who are considered leaders and standard bearers among their peers.
- To work cooperatively with the parents by assisting them in keeping their children from mood-altering chemicals.
- To provide referrals for students who need evaluation regarding their use of mood-altering chemicals.
- To deter chemical abuse or misuse by all students through the use of random drug testing.

Scope: The provisions of this policy apply to all students in Gosnell School District in grades seven through twelve whose parent/guardian signs Consent Form "A" of the Chemical Screen Policy.

General Provisions: Illegal drugs are defined as drugs, or the synthetic or generic equivalent or derivative of drugs, which are illegal under federal, state, or local laws including, but not limited to: marijuana, heroin, hashish, cocaine, hallucinogens, depressants, and stimulants not prescribed for the user. Illegal drugs include steroids and derivatives or related substances, which are not prescribed by a physician or are prescribed by a physician for uses not authorized by the manufacturer of the drug. Alcohol is defined as ethyl alcohol or any beverage containing ethyl alcohol.

Random Testing Provisions: The use or possession of illegal drugs during school activities or prior to school activities where the illegal drug has the possibility of impairing the participant is a violation of this policy. The presence of an illegal drug and its metabolites in a student's body is considered possession. Any student undergoing medical treatment prescribed by a physician that includes the use of a drug or medication capable of affecting the student's mental or physical capabilities must notify the appropriate school official at the time of testing. If there is any doubt concerning the effects of the drug or medication, the appropriate school official should be notified. A student's failure to notify the appropriate school official that he/she is undergoing medical treatment that includes the use of any drug or medication capable of affecting the student's mental and physical abilities is a violation of this policy. The penalty for this violation may be the same as an initial positive test result under the random testing provisions.

TESTING PROCEDURES:

Type of testing: The District may require each student of Gosnell School District grades seven through twelve to be tested at random. Analysis of Urine Specimens: The initial urinalysis method shall be an immunoassay screen. If a specimen tests positive for any substance being checked, a GC/MS confirmation test will be performed. If the parent/guardian questions the validity or reliability of the testing agency's results, the sample from the split specimen in the second scaled vial will be used for the parent- requested follow up test. The parents may choose a laboratory of choice so long as the Department of Health and Human Services Standards certifies it. Gas chromatography/mass spectrometry GC/MS shall be conducted on the specimen. If the result of the GC/MS test is positive, the student shall be considered to have had a positive result. If the results of the GC/MS are negative for the suspected substance or substances, the student shall be considered to have had a negative result. The school will be responsible for paying for the requested test if the results prove to be negative. All test results from the laboratory shall be communicated to the Superintendent or designee. To ensure proper testing procedures, United States Department of Health and Human Services Standards as defined by the National Institute of Drug Abuse certified laboratories will be followed. All initial urine

specimens will be taken at the designated location determined by the Superintendent or designee. Any student who is requested to provide a specimen shall be directed to the collection site where the student will complete the necessary forms. Students selected as part of the random test will be required to provide additional information for the testing agency. Students confirmed positive might be permitted at the Superintendent's discretion, to provide the sample after the twenty one-day confidential probation at the testing agency facility. (This is to ensure confidentiality).

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

1. Agent and/or administrator shall positively identify the examinee.
2. The agent and/or administrator shall ask the individual to remove any unnecessary outer garments (i.e. coat, jacket) that might conceal items or substances that could be used to tamper with or adulterate the urine specimen. All personal belongings (i.e. purse, briefcase, etc.) must remain with the outer garments. The agent and/or administrator shall note any unusual behavior or appearance.
3. The student shall be instructed to wash and dry his/her hands prior to providing the specimen. After washing his/her hands, the students shall not be outside of the presence of the agent and/or administrator and not have access to water fountains, faucets, soap dispensers, or cleaning agents until after the specimen has been provided and sealed. Only one student will be allowed at a time in the washroom and process area.
4. The female student will be allowed to provide the specimen in a stall or partitioned area that allows for individual privacy. The male student may be required to provide the specimen while using a urinal. After the specimen has been provided for the agent, the female student should leave the stall and the male student should leave the urinal or stall. Extra specimen containers should not be left in the restrooms.
5. At the collection site, toilet bluing agents shall be placed in the toilet tanks, whenever possible. No other source of water shall be available in the immediate area where the urination occurs.
6. After the specimen has been provided to the agent, the agent will continue with the chain of custody procedures and will determine whether the specimen contains at least 45 milliliters of urine. If there is not at least 45 milliliters, additional urine shall be collected. The student may be given reasonable amounts of water for drinking. If a student fails for any reason to provide the necessary amount of specimen, the agent and/or administrator shall contact the Superintendent or designee for guidance.
7. Immediately after collection, the testing agent shall check the temperature of the specimen and inspect the specimen for color and signs of contaminants. Freshly filled specimen containers should be warm. If the specimen is not between 90 and 100 degrees, the student will be required to provide another specimen of urine within two hours of the original collection.
8. Both the agent and/or administrator and the student being tested shall keep the specimen in view at all times prior to its being sealed and labeled
9. The student shall observe the tamper-proof seal. The labels for the specimen bottle must have all information completed before being placed over the bottle caps and down the sides of the bottles. The agent will place the identification label securely on the bottles.
10. The student and the agent will sign the chain of custody form. Observer will initial the specimen label.
11. The identification label on the specimen container shall contain:
    —the date
    —the student's assigned number
    —the student's name is NOT to be on the sample

CONSEQUENCES OF A POSITIVE RESULT:

First Positive Results: Following a positive result, the student is placed on probation for a period of twenty-one days. Continued participation in any affected activity during the twenty-one day probation period is dependent upon a doctor's written authorization that says the student is physically able to participate. After twenty-one days or more the student will be tested again at the expense of the district. A written copy of the results will be given to the school Superintendent or designee. If the test is negative, probation will be lifted and the student will be allowed to resume all activities and driving privileges. If the test is positive or the student refuses to take the test, the student will not be allowed to continue in extra-curricular activities or the driving of a vehicle on campus for the remainder of the school year.

Second Positive Results: For the second positive result in the same year, the student will be suspended from participating in the activities and/or operating a vehicle on campus for the remainder of the current school year. The student that tests positive twice may not return to participation until a negative test is obtained.

Third Positive Results: For the third positive result, the student will be suspended from participating in activities or the operation of a vehicle for the remainder of his/her enrollment with the school. (Cumulative results for grades 7-12).

- Refusal to take the drug test will result in the actions of a positive test.
- Altered results will be considered a positive result
- Any student that tests positive will remain on the must-test list for the remainder of the school year.

Exception: Steroids or similar chemicals that could take more than twenty-one days to leave a student's system. In this case, a doctor's written opinion is requested and is at the student's expense.

Substance Abuse Screen

1. Amphetamines
2. Barbiturates
3. Benzodiazepines
4. Cocaine
5. Methacholine
6. Opiates
7. PCP
8. TI-IC (Cannabinoids)
9. Ethyl Alcohol

DISTRICT SECTIONS

Items in the following sections pertain to all K-12 students of the Gosnell School District

RESPONSIBILITY FOR STUDENT CONDUCT

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

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

PARENTS OR GUARDIANS: Parents or guardians are responsible for exercising the required controls so their children's behavior at school will be conducive to their own progress and not disruptive to the school's educational program. They are responsible for alerting school personnel when they have reason to believe that their children are experiencing difficulties at school or at home and that by actively soliciting the help of the school, behavior standards may be maintained.

TEACHERS: All teachers are responsible for the supervision of the behavior of all the students in the school. This includes not only the students who are regularly assigned to the teacher, but all other students with whom the teacher comes in contact. Each teacher is expected to maintain the kind of atmosphere and decorum which will promote the learning process, and to utilize sound techniques which seem appropriate. These techniques include conferences with students and parents, referral to counselors at the school, or referral to other supportive service personnel of the District. The teacher is authorized to administer corporal punishment according to guidelines established by District policy. When the teacher is unable to assist the student to maintain proper control of his/her behavior, the student is to be referred to the appropriate administrator in the school.

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

SUPERINTENDENT: The superintendent is responsible for exercising leadership in establishing all necessary procedures, rules and regulations to make effective the Board of Education policies relating to standards of student behavior.

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

DEFINITIONS

1. **Expulsion:** Dismissal from school for a period of time that exceeds ten (10) school days. Prohibition of student from entering the school or school grounds (except for a prearranged conference with an administrator) until the end of the semester, the end of the current school year or permanently, depending upon the severity of the offense, with loss of academic credit. This action shall be taken by the Board of Education.
2. **Suspension**: Prohibition of a student from entering the school or school grounds (except for a prearranged conference with an administrator) for a period of time set by the principal of the school or the superintendent. Suspension means dismissal from school for a period of time that does not exceed ten (10) days.
3. **Detention Study Hall:** Supervised study conducted during regular school hours. Saturday Detention is held from 8 a.m. to 12 p.m. in the GHS cafeteria.
4. **Probation**: When a student is placed on probation, that student must obey the rules and regulations for the rest of the school year. If probation is broken by the student, expulsion may be recommended.
5. **Reasonable Force**: The minimum amount of force necessary to stop or restrain a student from conducting himself/herself in an inappropriate manner or in a manner which could cause physical injury to an individual.
6. **Parent**: The term parents shall include every parent, guardian, or person in parental relation having control or charge of any student in attendance in the schools of this district.
7. **Voluntary School Withdrawal**: In some cases where expulsion is imminent, and in the principal's judgment expulsion may not be in the best interest of the student, the principal may allow voluntary withdrawal. In such cases the parent/guardian waives the right to have a full hearing on the charge. When a student is voluntarily withdrawn all his credits are lost.
8. **Resident:** means a student whose parents, legal guardians, persons having legal, lawful control of the student under order of a court, or persons standing in loco parentis reside in the school district.

PERMANENT RECORDS

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

SPECIAL SERVICES (*See also 4.49)*

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Arkansas Statutes.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section504 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 state and federal statutes which govern 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 handicapped students. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of handicapped students and their parents.

GIFTED/TALENTED

The Gosnell School District offers a gifted and talented program for students in Grades K-12. The program is designed to meet needs of students who display superior intellectual and/or creative abilities. For more information concerning this program, you may contact the Supervisor of Special Services at 532-4023.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. This applies to persons who have mental or physical impairments which substantially limits one or more major life activities such as performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. This applies to persons with a record of such impairment or is regarded as having such impairment. The Gosnell School District acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school district. Any person who feels the need to report alleged violation of Section 504 provisions shall contact the Section 504 Coordinator at 870-532-4023.

Elizabeth Bryce, Director of Special Services
Gosnell School District, 600 Highway 181 Gosnell, AR 72315, 870-532-4023

ESSA (Every Student Succeeds Act)

The Every Student Succeeds Act (ESSA) was signed into law December 10, 2015, and reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). ESSA builds upon the work which states, districts, and schools implemented over the last few years. The reauthorized law prioritizes excellence and equity for our students and supports great educators. As part of ESSA, districts and schools must provide parents with the following information:

Professional Qualifications of Teachers:

Parents of children attending Title I, Part A schools have the right to request and receive information about the qualifications of the educators who teach students core subjects—Reading, English Language Arts and Mathematics. At a minimum, the information given to you must explain these three essential components of an educator's qualifications. Whether the student's teacher–

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Is teaching in the field of discipline of the certification of the teacher

Qualifications of Paraprofessionals:

Paraprofessionals must work under the supervision of a certified teacher. All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent. Additionally, paraprofessionals working in a program supported with Title I, Part A funds must have:

- Completed two years of study at an institution of higher education (In Arkansas, 60 semester credit hours at a regionally accredited institution of higher education are required.) -or-
- Obtained an associate's (or higher) degree -or-
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (In Arkansas, the formal test accepted is the Educational Testing Services (ETS) Paraprofessional Assessment; applicants must obtain a passing score of 457 on this test. A Child Development Associate (CDA) certification and hours of training are not acceptable substitutions for this requirement.)

SCHOOL FINANCE

The superintendent may make a purchase for the district as approved in the regular budget, but purchases made by any department or any drive for money by classes or other organizations, must have the authorization of the superintendent who will be responsible to the Board.

ADMISSION TO SCHOOL ACTIVITIES

Athletic admission prices will be in accordance with conference standards. Prices for plays and special events will be determined by administration. Misconduct at school activities will result in your dismissal from the activity by the administration or the Gosnell Police Department. Law violators will be turned over to the proper authorities. Individuals who have dropped out of school will pay the price of an adult ticket. Students who have been suspended/expelled or voluntarily withdrawn in lieu of expulsion will not be allowed to attend school activities. **PARENTS OF ELEMENTARY AGE STUDENTS ARE NOT TO LEAVE THEM AT EVENING ACTIVITIES UNACCOMPANIED.**

TELEPHONES

A business telephone is located in the superintendent's office, gym, band room, and in each principal's office. Students may use the telephone in the principal's office in an emergency. Personal long distance calls will not be made on school telephones.

LOST AND FOUND

Lost articles should be turned in to the designated lost and found area. If a student loses anything, he should notify the principal/ teacher immediately and not wait until several days later. Elementary lost and found is located in the intermediate cafeteria. (THE SCHOOL WILL NOT BE RESPONSIBLE FOR ANY ITEM BROUGHT FROM THE HOME THAT IS LOST, STOLEN OR DAMAGED.)

BUILDINGS AND GROUNDS

Any club, group or organization that uses any part of the buildings or school grounds must have the approval of the Superintendent of Schools and Board of Education.

ASBESTOS

The Gosnell School District buildings contain some asbestos materials. However, the district has a Management Plan to safely control the asbestos. This plan can be viewed at the administration office during normal business hours.

ASSURANCE OF COMPLIANCE WITH CIVIL RIGHTS LAWS

It is the policy of the Gosnell School District not to discriminate on the basis of race, color, national origin, sex or handicap in its educational programs, activities, or employment policies.
The Gosnell School District is in compliance with these Civil Rights Laws:
Title VI, Civil Rights Act of 1964
Title IX, Educational Amendments of 1972
Section 504, Rehabilitation Act of 1973 which states that "No person in the United States shall, on the grounds of race, color, national origin, sex or handicap be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activities."

The Gosnell School District's Civil Rights Coordinator and Equity Coordinator:

Elizabeth Bryce, Director of Special Services
Gosnell School District
600 Highway 181,
Gosnell, AR 72315
(870) 532-4023

CIVIL RIGHTS GRIEVANCE/COMPLAINTS PROCEDURE

The following steps will be used in any complaint or grievance. Principals of the various schools have been designated as persons responsible for receiving complaints from students/parents within their schools.

- Step No. 1- The complainant must present in written form within ten days (two working weeks) the complaint to the responsible person designated as the grievance officer. (Use Grievance Report-Form A). Those persons designated as grievance officers are

Keelen Newsom, Secondary Principal
600 Highway 181
Gosnell, AR 72315
(870) 532-4010

Tina Godsey, Elementary Principal
600 Highway 181
Gosnell, AR 72315
(870) 532-4003

- Step No. 2- The responsible person has a working week (five days) in which to investigate and respond. (Use space provided on the Grievance Report-Form A.)
- Step No. 3- If not satisfied the complainant may appeal within ten days (two working weeks) to the superintendent or his designated officer. (Use Appeal Form-B.)
- Step No. 4- Response by the district officer must be given within five days (one working week). (Use space provided on the Appeal-Form B).
- Step No. 5- If the complainant is not satisfied at this level, an appeal may be made within ten days (two working weeks) to the, local Board of Education which will hear the complaint at the next regular meeting or within thirty (30) calendar days. (Use Appeal Form-C). Local Board hearings shall be conducted so as to accord due process to all parties involved in the complaint such as written notice of hearings dates and specific charge, right to counsel, right to present witnesses, right to cross-and to present written statements. The decision of the Board shall be by a majority of the members at a meeting which shall be public.
- Step No. 6- The local Board of Education will respond to the complainant within thirty (30) calendar days. (Use space provided on Appeal Form-C). See following page for form A, B and C.

FORM A

GRIEVANCE REPORT

CIVIL RIGHTS/COMPLAINTS

Step 1

From: _____ , Grieving person

To: _____ , Grievance officer

Subject: _____Date: _____

Description of happening: On _____Section No. _____of Civil Rights Policy, in my estimation, was violated in the following manner:

Signature_____

********** **********

(to be used by Grievance Officer only)

Step 2

Grievance No. _____ (to be assigned only if forwarded)

Date forwarded:_____

Response to Grievance:

Signature of Grievance Officer _____Date _____

Submit this form in triplicate-original and two copies

FORM B APPEAL

Step 3

Grievance No. _____ (Assigned by Grievance Officer)

From _____ (Grieving Person) To _____(Superintendent of Schools)

Date _____

(Grievance Report Form A must be attached)

Signature _____

********** **********

Step 4

Date Appeal Received _____ Date of Response to Appeal _____

Response to Appeal:

Signature of Superintendent of Schools _____Date _____

_ _ _ _

INFORMATION OF RIGHTS AND RESPONSIBILITIES

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

PRE-SCHOOL ELIGIBILITY FOR ABC PROGRAM

The Gosnell School District seeks to serve as many four year old children as possible residing in its district. However, we recognize the guidelines for the ABC program which has its core guiding principle to serve children who are disadvantaged in some manner to offer them "a better chance." It is the desire of Gosnell School to maintain this principle, but to extend these services to other children as possible if room is available. Therefore, the following guidelines to extend services are set forth:

1. The ABC program must fill first with students who meet the eligibility criteria as set forth in the program guidelines;
2. Provided that slots are not filled, the district will allow up to a maximum per class of six (6) paying slots with priority given to district employees;
3. The cost for paying children will be $300.00 per month ($100.00 per month for employees of the district), to be paid monthly in advance, with the deadline of the Friday before a new month begins. The fee is a flat fee for the month; therefore, it is not affected by absences or number of days in a month, etc. If payment is not paid in advance, the child will be dropped from the program and any on the waiting list will be enrolled. Payment is to be made to Linda Little, District Bookkeeper at the Gosnell School Administration Office;
4. Four year old children (ineligible) will be given priority over three year old children (ineligible).

Date adopted: April 28, 2014
Last Revised:

WITHDRAWALS

From School

- Any student who anticipates or intends to withdraw from Gosnell Public Schools should inform the principal's office of his or her intentions and, if possible, designate the address of the new school he or she will attend.
- Withdrawal procedure for students:
- Obtain and fill out necessary forms from principal's office.
- Settle all obligations with the school, including library books, and/or fines.
- Turn in all state issued books to teacher or principal's office.
- Get your teacher's approval and your report card from him.
- Get your principal's approval and pick up your book card from him.

From Class

- Students should exercise extreme precaution when selecting their schedule.
- Students who wish to withdraw from a class or change classes must do so not later than two weeks after he enrolls.
- All class changes must be approved by the principal.

EXTENDED ILLNESS

The Gosnell School District understands there may be times when a student will have an extended illness that would require the student to be absent from school for more than ten (10) consecutive days. Homebound services may be possible with a doctor's prescription. Contact the Director of Special Services 870-532-4023.

LEAVING SCHOOL

No student is permitted to leave the school campus without a written permit from the principal. It is suggested that a request be written and signed by the parents or guardian and sent in advance to the principal.

Permission to leave the school campus during school hours may be obtained by going to the principal's office in order to fill out a Corridor Pass, which must be signed by the principal. Parents have the right to come and get their children anytime during the day, but they are required to notify the principal that they are doing so. All students must be signed out through the office. The absence will still be judged excused or unexcused as outlined in the attendance information.

When the final bell rings in the afternoon, all students are expected to leave the buildings unless they have an appointment with a teacher or scheduled activity. This schedule is subject to change during bad weather.

Athletes may be excused from the athletic period on game days to go home to eat, prepare for travel, etc. at the coach's discretion.

TRUANCY

It is necessary for all students' safety that they be supervised. Students who do not attend school without parents' knowledge are truant. Students who come to school and then leave any period of the school day including the lunch period without written permission from the superintendent or principal, or students who get on a school bus, but never come into the school buildings, are said to be "skipping". All skipping is truancy. When a student skips school he/she indicates no interest in attending school. Therefore, at the discretion of the principal, the student may be assigned to Saturday, in-school, or after-school detentions. The absence may count as unexcused and the student may receive zeros for the work missed.

Date adopted: July 1, 2000
Date modified: July 25, 2016

DROPPED

Any student absent for more than 10 days consecutively will be dropped officially from the register in accordance with state law. For readmission, the student and/or parent must come to the appropriate principal's office and re-enter the student.

STUDENT PUBLICATIONS (*See also 4.14)*

Student publications of the Gosnell Secondary School will include:
THE SPYGLASS, a student newspaper page printed weekly in the local newspaper. It is subject to space available and other considerations of the BLYTHEVILLE COURIER NEWS.
THE PIRATE PRIDE, a seventh-eighth grade newspaper distributed quarterly at school.
THE PIRATE, a school yearbook representing grades K-12.
The occasional projects of the GATE, journalism, and English classes.

All school publications will be supervised by a certified teacher or certified advisor. Distribution and publishing will be determined by the teacher or advisor as approved by the principal.
Student publications will reflect truth, fairness, accuracy, and responsibility as essential practices of journalism. In accordance with Arkansas law, the following types of publications by students are not authorized: publications that are obscene to minors, publications that are libelous or slanderous, publications that constitute an unwarranted invasion of privacy, and publications that incite students to create a clear and present danger of the commission of unlawful acts on the school premises or violations of lawful school regulations or the material and substantial disruption of the orderly operation of the school.
Student publications should offer the student an opportunity for logical and creative thinking, an opportunity to reflect a positive self-image, and an opportunity to contribute to the community.

INTERROGATION AND/OR REMOVAL FROM SCHOOL

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

School administrators have the responsibility to notify parents of pending or past interrogation, to be present in the absence of parents during an interrogation, and assure that the student is aware of his/her rights, and to notify parents immediately if the student is removed from the school by legal authority. School administrators have the responsibility to initiate proceedings for removing students from the school by legal authorities when the student becomes uncontrollable and/or disruptive.

LOCKERS

The acceptance of an assigned locker indicates the acceptance of all policies concerning school owned lockers. Each student, grade 7-12, is required to have an assigned locker for storing his garments and books. The assignment is made by the school secretary located in the principal's office at the beginning of school and whenever a new student enters Gosnell Public School. Students are requested to handle the doors of the lockers with patience and to keep them as quiet as possible. More than one student sharing the same locker is not permitted as long as there are enough individual lockers for all students. Secondary students will be provided school locks to use. It is required for students to lock their lockers. No student should store his articles from his locker in a locker that is not assigned to him. If a student loses articles from his locker because of his own carelessness, he will have no one to blame but himself. The principal may call a locker inspection or clean out at any time.
The school provides lockers for lease to students for book and coat storage. The school retains ownership of such lockers and reserves the right to inspect lockers for proper usage as deemed necessary. Periodic law enforcement authorities will check facilities and grounds using trained dogs.

Arkansas State Law, Act 259, makes it unlawful to conceal guns, illegal drugs and other contraband in school-owned property (desks, lockers, etc.); to authorize school officials to search school-owned properties without obtaining a search warrant; and to provide for the release of any such contraband to local prosecuting authorities for use as evidence. (H.B. 319)

STUDENT IDENTIFICATION POLICY AND PROCEDURE

Policy
All Gosnell students in grades 7-12 will be required to carry or wear identification badges at all times during regular school hours. If the badge is lost, damaged or defaced (e.g. coloring, erasing, cutting, marking, covering with stickers, poking holes, etc) the student will be responsible for the cost of the replacement badge. Students who do not comply with these guidelines will be held out of class until in compliance. Class time missed because of the badges will count as a tardy or absence (If an entire period is missed). Penalties will be a minimum of a verbal warning and a maximum of expulsion. Multiple offenses result in more severe consequences.

Procedures
1. Students who arrive and have lost (or forgotten) their identification badge and come immediately to the office to get in compliance will not be assigned a disciplinary consequence.
2. Any student who cannot present an ID badge will be sent to the office.
3. A replacement badge will be $5.00. A one-day temporary badge will cost $1.00 if obtained prior to the beginning of 2nd period, and will be $2.00 thereafter.
4. Badges must be carried or worn on daily transportation buses and during lunch.
5. The identification badge is school property. No other objects may be attached

ABUSE OR INSULT OF TEACHER

Arkansas Law - Section 80 - 1905.1 - "Abuse or insult of Teacher engaged in School Responsibilities. Penalty - any person who shall abuse or insult a Public School Teacher while such teacher is performing normal and regular or assigned school responsibilities shall be liable to a fine of not less than one hundred dollars ($100.00) or more than fifteen hundred dollars ($1500.00)." Battery in the second degree is a class D felony for injury to a school teacher or a school employee acting in the course of employment.

DISTURBANCE

Any persons who shall, by any boisterous or other conduct, disturb or annoy any public or private school in this state or any person not a student who, after being notified to keep off the school grounds during the school hours by the board of directors, the superintendent, or principal teacher in charge of any such school, shall continue to trespass on or go upon grounds, whether at recess or during sessions of the school, shall be guilty of a misdemeanor and upon conviction shall be fined in any sum not exceeding one hundred dollars ($100), payable into the general fund of the county.

DESTRUCTION OF BUILDINGS AND FURNITURE

Arkansas Law - Section 80 - 1903 - on Destruction of Property - "Any person who shall willfully destroy or injure any building used as a school house or for educational purposes or any furniture, fixtures, or apparatus thereto belonging, or who shall deface, mar, or disfigure any such building, furniture or fixtures by writing, cutting, painting, or pasting thereon any likeness, figure, words, or device without the consent of the teacher or other person having control of such house, furniture, or fixtures, shall be fined a sum double the value of such building, furniture, fixtures, or apparatus so destroyed or damaged, and shall be fined a sum not less than, nor more than fifty dollars for each offense to be re-covered by civil action in any court of competent jurisdiction; and the punishment provided in this section is in addition to and not in lieu of the punishment provided by other statutes for such offenses.

DISCIPLINARY MEASURES

It is expected that disciplinary measures will not be needed in any of the Gosnell Public Schools. However, in the event of extreme cases of impertinence and disrespect for authority, disciplinary action will be taken.
Teachers will have the full support of the school administration and all teachers will have the authority and responsibility for the conduct of all students, elementary and secondary, all of the time. This includes but is not limited to the halls, on the campus, in the classrooms, any school trips, or when representing Gosnell School District for extra-curricular activities.

1. School discipline is the guidance of the conduct of pupils in a way which permits the orderly and efficient operation of the schools.
2. Breach of discipline is any conduct which interferes with the maintenance of school discipline.
3. Any means, including the use of physical force, may be used to prevent a threatened breach of discipline or to stop a continuing breach of discipline. Physical force will be used only when other means for preventing or stopping a breach of discipline have been ineffective.
4. The use of "any means", including physical force, must be reasonable and appropriate for the purpose to be served. In determining what is reasonable and appropriate with respect to the use of physical force, all circumstances surrounding the case should be taken into consideration: age, sex, previous conduct of the pupil, and the seriousness of the breach of discipline.
5. Areas in which disciplinary control of pupils is to be exercised: on school premises, off school premises, going to and from school, on school buses, and when pupils are engaged in school-related activities.

CONDUCT AND BEHAVIOR POLICIES

Any infraction of the student discipline policies may be punishable by including, but not limited to, a minimum of a conference to a maximum suspension and/or expulsion unless specifically addressed by other school board policy.

DISMISSAL FROM SCHOOL (*See also 4.30, 4.31)*

Any student whose conduct is such which will warrant dismissal from school must be reported to the superintendent. The principal may suspend any student for a period of ten (10) school days including the day on which the offense occurred, but the superintendent must be notified immediately of such actions.
The school board may expel a student until the end of the semester, the end of the current school year, or permanently, depending upon the severity of the offense, with loss of academic credit. All suspensions and expulsions will be made in compliance with existing state and federal regulations.
In some cases where expulsion is imminent, and in the principal's judgment expulsion may not be in the best interest of the student, the principal may allow voluntary withdrawal. In such cases the parent/guardian waives the right to have a full hearing on the charge. When a student is voluntarily withdrawn all credit is lost during the current grading period.

ROLE & AUTHORITY OF SCHOOL EMPLOYEES AND VOLUNTEERS FOR STUDENT DISCIPLINE

Students are expected to follow the provisions of this handbook and obey the directions of certified staff as well as non-certified staff and school volunteers who have been assigned responsibilities that include the supervision or oversight of students. Failure to follow the directions of a volunteer or non-certified staff member is a violation of this handbook, and will result in disciplinary action being taken against the student. Non- certified, non-instructional staff and school volunteers may not discipline students directly, except as otherwise provided, but are to refer discipline violations to a certified teacher or school administrator (or complete a discipline referral, as appropriate.) Ark. Act 1475 of 1999

PHYSICAL ABUSE OR ASSAULT BY A STUDENT ON A SCHOOL EMPLOYEE (*Sell also 4.20)*

A student who commits assault and/or battery upon a member of the faculty or staff of the Gosnell School District shall be expelled from the Gosnell School District. (Ark. Stat. 41-1811, 41-1812)

BOMB THREATS

A student who calls in a bomb threat and/or any other threat to the health and safety of students and employees will be referred to the legal authorities and will be recommended for expulsion. (Ark. Stat. 41-2911, 49-2912)

CONTINUED MISBEHAVIOR

Students who have accumulated more than twelve absences and have lost credit may be recommended for expulsion for continued misbehavior.

DISCIPLINE LIST

Penalties for any infraction of the following student discipline policies may range from verbal reprimand to expulsion.

1. FIGHTING/BATTERY: Fighting at school is prohibited. Local authorities may be called. (Ark. Act 706 of 1997)
2. VERBALABUSE: Verbal abuse by any student toward another student, faculty, or staff member is prohibited.
3. IMMORALITY: A student shall not deliberately commit indecent exposure in school nor shall a student make improper physical or verbal sexual advances toward another person. (Ark. Stat. 41-1811, 41-1812)
4. DAMAGE, DESTRUCTION, OR THEFT AND EXTORTION: A student shall not cause or attempt to cause damage or steal or attempt to steal the property of another student, of any person, or of the school district. The Gosnell School District will attempt to recover damages from any student destroying school property. Parents of any minor student under the age of 18 will be liable for damages caused by said minor. (Ark. Stat. 41-2203, 50-109, 80-80-1904). No student shall obtain or attempt to obtain something of value from another person either by physical force or by threat (illegal acts).
5. CIGARETTE LIGHTERS: Cigarette lighters and matches are prohibited at school.
6. MOTOR VEHICLES: Students who drive to school must observe all campus traffic regulations.

- Students will park on the approved parking lot.
- After parking the car, students will not enter them for any purpose during the school day except to leave with principal's permission.
- All students' cars must be registered with the principal and proof of liability insurance on file in the principal's office.
- All cars must enter and exit by the approved drives only unless student is authorized by the principal to use another.
- No student traffic will be permitted on East Drive (the school drive immediately east of the elementary buildings, or the Junior High Drive).
- Campus speed limit is 15 mph except where lower speed limits are posted. There will be no exceptions.
- Students who fail to adhere to these rules will not be allowed to bring their cars on campus.
- When vehicles are parked on the school property the drivers accept all regulations and understand that vehicles may be checked by trained drug dogs.
- Students are prohibited from driving building-to-building on campus. Vehicles will be parked upon entering the campus and remain parked until the driver leaves the campus.

9. UNAUTHORIZED ACCESSING OR ATTEMPTING TO ACCESS COMPUTER FILES: A student may not access or attempt to access any computer file for which he or she is not authorized.
10. FIREWORKS: No student may possess fireworks or explosive materials on his or her person or in school lockers.
11. BEVERAGES: No open beverages purchased off campus may be brought into the school buildings
12. INTERNET: Gosnell School District opposes viewing or downloading of obscene and objectionable information and pictures from the Internet.
13. LASER POINTERS: Students will not bring laser pointers to school or school functions. Laser pointers will be confiscated. (Act 1408
14. BOOK BAGS: Students in grades K-12 are allowed to use book bags of their choice but are subject to search and seizure in accordance with district policy.
15. SKATEBOARDING: Skateboards are prohibited on the school campus at all times. Students will not bring skateboards to school or school activities. Skateboards will be confiscated.
16. A student may be suspended, expelled or placed on Homebound for immorality, refractory conduct, insubordination, infectious disease, habitual uncleanliness, or other conduct that would tend to impair the discipline of the school or harm the other pupils, regardless of whether the student's conduct occurs on or off campus and during or between school terms and regardless of whether a specific prohibition of the conduct is contained in this student handbook.

Date Adopted: August 31, 2009
Date Modified: June 27, 2013

SATURDAY DETENTION

Students may be assigned to Saturday Detention in the GHS cafeteria from 8 a.m. to 12 noon. School work materials are required. Supervision is by a teacher. No one is allowed to enter after 8 a.m. Failure to attend or complete Saturday Detention will result in other disciplinary act ranging from verbal reprimand to expulsion.

IN-SCHOOL DETENTION PROGRAM—ISD

Students can only be placed into the ISD by the building principal who will also set the duration of the stay. Release from ISD will be determined by the principal and the ISD instructor. This is not a replacement for out-of-school suspension but an alternative to be used when appropriate. This is a form of student discipline. Any discipline problems will not be tolerated. This program was designed to create a more positive approach to assisting students in need. The troubled students are to remain in the school setting, but be displaced from the normal atmosphere. Students will not be released from ISD until their assigned punishment is complete or a major behavior modification is noticed. The following rules will apply for students who have been assigned to ISD:

1. You will report to ISD no later than 8:00 a.m. If you want breakfast, you must eat before reporting to ISD.
2. You will take all of your textbooks, workbooks, writing materials, paper, reading materials, and any other materials you may need to the ISD classroom upon being assigned there.
3. The class starts at 8:00 a.m. and you will be dismissed at 3:15 p.m. to board the bus or be picked up.
4. You will need to either bring your lunch or have your student ID badge with you and any money you will need for lunch. You will eat lunch in the cafeteria at 11:00 a.m. when no other students are eating.
5. Students will not leave the classroom area except for lunch and restroom breaks at times designated by the instructor.
6. Students will raise their hand and wait to be recognized by the instructor before speaking. There will be no talking out loud at any time without permission. If there is more than one student in ISD, there will be absolutely no talking to other students.
7. A student's appearance and dress must meet the adopted school policy.
8. Any violation of rules or failure to do class work assigned will be grounds for additional disciplinary action. Students are to make good use of their instructional time. Sleeping, horseplay, and all other unsatisfactory behavior will lead to additional disciplinary action.
9. Students must complete their assigned number of days. If they are absent, the days in ISD must be made up upon their return to school.
10. Students are suspended from all extracurricular activities during this time.

PLACEMENT GUIDELINES FOR STUDENTS OF HOME SCHOOL & NON-ACCREDITED INSTITUTIONS *(See also 4.6)*

Guidelines for placement and/or scheduling of former home school students and students from non-accredited schools (schools not accredited by state or regional association).

General requirements for Grades 1-12:

1. The parent may provide current standardized achievement test results or the Gosnell School District may administer an achievement test currently used by the district.
2. The parent may provide to the Gosnell School District a list of textbooks and curriculum used by the student.
3. The parent may provide a copy of the results of a state mandated norm-referenced tests and/or criteria reference test.
4. The parent may provide proof that his/her application for home schooling has been filed with their previous school district.

Specific requirements for 1st-8th Grades:

1. The Gosnell School District may administer a battery of tests, either standardized or district developed, to determine if the student is eligible for grade level placement.
2. Should the student not achieve at grade level on the achievement test, grade placement will be determined by the Gosnell School District. A placement conference will be held for any student whose scores fall one (1) year below grade level in any of the basic areas (Language Arts, Reading and Mathematics). Conference participants shall include an administrator, counselor, parent(s), and other school personnel deemed necessary. Based on data presented during the conference, the school administrator shall determine class and grade placement. The Gosnell School District shall retain the option to reconsider placement at any time during the school year.

Specific requirements for 9th-12th Grades:

1. Any student desiring to enter Gosnell School District must have proof that his/her application for home schooling has been filed with his/ her previous school district.
2. Students may be given an achievement test to determine if the student is eligible for grade level placement. If the student has participated in the Norm-Referenced testing or equivalent, the results can be used in lieu of another test.
3. If a student's achievement level for a specific subject or subjects in grades 9-12 is in question, a specific test from the appropriate core subject will be given to the student in each subject in which credit is being requested. (Example: If a student requests credit in Algebra I, the student will be given a test that covers the objectives of a year long Algebra I class. Sixty percent (60%) achievement will be required for passing the test for credit.) No letter grade will be given, only the notation "CR" Credit Earned will appear on the transcript.
4. Rank in class and grade point average will be determined only by credits earned while attending an accredited high school.
5. A student must attend accredited or private schools for a minimum of 6 semesters to be considered for an honor graduate diploma.
6. Summer school may not be substituted for a regular semester.
7. In order to be an honor graduate, students must meet both state and local criteria (see student handbook). Rank in class will be determined on approved classes by criteria found in the student handbook.
8. Any home schooled student who enrolls or re-enrolls in the Gosnell School District must attend classes for at least nine (9) months immediately prior to graduation before the student can become eligible to receive a high school diploma from the district.
9. A student must meet all graduation and attendance requirements for the Gosnell School District to receive a diploma.

Students and their parent(s) interested in home schooling need to be aware that: Some college scholarships are based on the student's grade point average. Students receiving "CR" and not letter grades would not be eligible for some scholarships. It is the responsibility of the Gosnell School District to determine the method by which credits are earned in order to receive a high school diploma. Also, there is no requirement that the school must honor the credits earned from home schooling.

DISCIPLINE: STUDENTS WITH DISABILITIES

The Board of Education recognizes that there are some students attending the Gosnell School District that have observable and/or diagnosed handicapping conditions that require special consideration that are not necessary for non-handicapped students.
The Board of Education accepts the definition of a "handicapped student" as any student, grades Kindergarten through 12, who possesses a handicapping condition which causes an adverse effect on educational performance as determined by the Gosnell School District's referral, assessment, programming, and placement procedures. More specifically, these handicapping conditions include the following: Mental Retardation, Hearing Impairments, Speech/Language Impairments, Visual Impairments, Emotional Disturbance, Orthopedic Impairments, Other Health Impairments, Specific Learning Disability, Deaf-Blindness, Multiple Disabilities, Autism, and Traumatic Brain Injury.
The Board also recognizes that there are times that a child with a disability will need to be disciplined as a result of undesirable and/or unpredicted behavior which hinders his/her personal or educational welfare or the welfare of other persons. The Board has provided the following procedures for determining the discipline of handicapped students:

- A child with a disability who engages in misbehavior and disciplinary infractions is subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to a free appropriate public education.
- The Individual Education Plan team for the child with a disability will consider the educational setting of the child, if a Behavior Intervention Plan is needed, and if the behavior is a manifestation of the disability.
- Children with disabilities may be placed in an interim alternative educational setting in the case of a weapon, drugs, or serious bodily injury.
- During the interim alternative placement, the student's IEP team will determine if the current IEP and placement were appropriate, supplementary aids and services were provided if needed, if behavioral interventions were provided and if the child understood his/ her behavior and could not control the behavior.
- Parents of students with a disability are to be informed of the district's policy, and procedures regarding the discipline of students with a disability through the student handbook.
- Appropriate staff members of each building should be made aware of students with a disability.
- In disciplining a child with a disability, it is necessary that due process procedures mandated by P.L. and IDEA 2004 as amended, section of the Rehabilitation Act, and Arkansas laws be followed.

BUS SAFETY RULES AND POLICY

All Gosnell Elementary students in K-3rd grade must ride the bus or be transported by their parents. K-3rd grade students are not allowed to walk to and from school. Parents transporting their children to and from school should enter the school campus north of the sixth grade building and exit at the drive in front of the Administration Building. This street is one way. Parents will not bring nor send students to school to arrive before 7:40 a.m. To find out which bus your child will ride, check in the office. Please instruct your child about accepted bus behavior and bus safety rules. In the event your child will need to ride a different bus to a baby-sitter or meeting please send a note that includes the drop-off address, requesting this change or call before 2:30 p.m. so the student may pick up a bus pass from the appropriate principal. All children will be put on their regularly assigned bus unless a note or phone call, that includes the drop-off address, is received from their parents stating otherwise. Questions concerning bus stops, routes and drivers call: 532-4025.

The procedure of the Gosnell Schools concerning a student being referred to the principal's office for poor bus conduct is as follows:

- Notify the parents and solicit their cooperation in requiring the student to maintain rules of good discipline and ride in his assigned seat.
- Students who fail to maintain good bus behavior may be suspended from riding any bus at least a week and parents are responsible for transporting them.

Through a cooperative effort by both school and home, we can make the bus rides safer and more pleasant for our students. We are requesting that you as parents restate to your children the following rules and that we expect them to be obeyed.

1. Arrive at the bus stop at the correct time.
2. Proper behavior at bus stops is expected. Leave neighborhood disagreements at home.
3. Wait for the bus away from the street or highway.
4. Wait until the bus comes to a complete stop before getting close to the street or highway.
5. Take a seat, face the front, and sit the entire bus ride.
6. Talk softly while riding the bus.
7. Obey the bus driver.
8. No one is allowed to eat, drink or chew anything on the bus.
9. Stay away from the emergency doors.
10. When the bus comes to a complete stop at school or the bus stop, enter the aisle and go to the door to leave the bus.
11. Cross streets with the protection of the flashing lights of the bus.
12. If you drop anything near the bus, stand clear and wait for the bus to leave.
13. No pencils, pens, or other objects are allowed out on the bus.
14. Once students are loaded on a bus only school officials may take them off.
15. Parents are not allowed on buses while running their regular routes.

TUTORING

Tutoring for grades 7-12 is offered daily at the high school from 3:15 to 4:15 p.m. and from 7:00-8:00 a.m.
Math and literacy tutoring for elementary students is offered Tuesday, Wednesday, and Thursday from 3:15 to 4:15 p.m.

CONFERENCES

Teachers will communicate personally with parent(s) or guardian(s) of each student to discuss academic progress during the school year. If a student is not performing at a grade level, more frequent communication will be necessary on a quarterly basis and/or as needed. Elementary school teachers shall meet with the parent(s) or guardian(s) of each student at least once a semester through a parent-teacher conference, telephone conference, or a home visit to discuss each student's academic progress. Parents are encouraged to contact teachers and administrators at school during regular school hours. A conference may be arranged by contacting the appropriate office.

Call 532-4003 Elementary, 532-4017 Seventh and Eighth Grades, or 532-4010 High School.

CAFETERIA

A nourishing, well-cooked and appetizing breakfast (K-12) and lunch is prepared and served in accordance with regulations of the National School Lunch and Breakfast Programs and State Health Department. Cafeteria Rules:

1. Students should stay in line and refrain from misbehavior.
2. Students will receive tray, food, and deposit lunch money or meal ticket at beginning of serving line (grades 7-12).
3. Take dirty tray, dishes and milk cartons to dishwashing window.
4. Tables and floors must be left clean.
5. Noise must be kept down as much as possible.
6. Students will not be allowed to carry food or food containers from the cafeteria.

Students in grades 7-12 will use I.D. badges to receive a tray of food during lunch. Student meal money should be turned in to work stations before first period.

LIBRARY

The library exists to serve students in problems or research, extra reading, recreational reading, and other assignments. Please help in caring for the materials and books. Check out all books taken from the library. VOLUMES OF ENCYCLOPEDIAS, DICTIONARIES, OR RESERVE BOOKS SHOULD NEVER LEAVE THE LIBRARY. Fines will be assessed against those students who check out books and keep them over the allowable time, which is two weeks. Students needing additional time on a book should renew it for another period of time. Please remain quiet in the library.

DISCLOSURE POLICY

The Gosnell School District may provide aggregate information that does not identify individuals without consent. It is the policy of the Gosnell School District to not disclose free and reduced price meal individual student eligibility information. Access will be limited to: administration, teachers, and the child nutrition director for the purpose of application, and to federal, state and local officials for the purpose of audit and examination or investigation of violation.

PIRATE WEB PAGE (*See also 5.20)*

The Gosnell School District maintains a Web page for the purpose of providing information to the parents, students, faculty, staff and the general public. The information provided will change as needed, but will usually include such things as district contact information, school board agendas and minutes, athletic schedules, daily bulletins, school calendars, and special announcements. The district will continue to experiment with new and innovative ways to utilize the Web page and the Internet to facilitate better communications among all the stakeholders. You may visit the district's website at this address:

TEXTBOOKS AND WORKBOOKS

Textbooks and workbooks will be furnished free according to Arkansas State Law or State Board regulations.

All books lost or damaged must be paid for before a new book is issued. On transferring or withdrawing from school, students must check in all books before the report card will be issued.

SPORTSMANSHIP/SCHOOL ACTIVITIES

a) No unsportsmanlike conduct will be tolerated at games.
b) No foul language will be used at sports functions.
c) No foreign objects are to be thrown on the playing area.
d) Unnecessary interaction with the opposing team, officials and fans should be avoided.
e) All conduct guidelines in the student handbook apply at school functions.

Students who cause problems at a school event will not be permitted to attend other school events.

EXTRACURRICULAR POLICY (*See also 4.56 & 4.56.1)*

Gosnell School District will follow the requirements of the Arkansas Activities Association in regard to: the place in the school program for extracurricular and non-instructional activities, limitation and control of interruptions of instructional time; and establishment of requirements for student eligibility to participate in activities.

The following requirements are for participation in all extracurricular activities:

- Activities shall be organized for educational purposes.
- Activities shall have a faculty advisor or sponsor.
- Participants must have satisfactory achievement in school subjects and good citizenship grades.
- No student is permitted to take part in inter-school competition if he/she is absent from any academic class on the day(s) of the activity unless approved by the building principal.
- No student who has been convicted or is awaiting trial on a felony charge may represent Gosnell Schools in any inter-school activities for the current school year.
- Student maintains a minimum grade point average and passed 4 credit courses as established by Arkansas Activities Association.
- Sign a student substance testing consent form.

EXPELLED OR SUSPENDED STUDENTS (*See also 4.30 & 4.31)*

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.

Any expelled or suspended student who returns to the school campus without his/her parents will be turned over to law enforcement officers. (Arkansas Law - Section 80-1906)

The school board may expel a student until the end of the semester, the end of the current school year, or permanently, depending upon the severity of the offense, with loss of academic credit. All suspensions and expulsions will be made in compliance with existing state and federal regulations.

In some cases where expulsion is imminent, and in the principal's judgment expulsion may not be in the best interest of the student, the principal may allow voluntary withdrawal. In such cases the parent/guardian waives the right to have a full hearing on the charge. When a student is voluntarily withdrawn all credit is lost during the current grading period. Students who are suspended, expelled, or have voluntarily withdrawn in lieu of expulsion are not allowed on school property, including school activities.

BOARD POLICIES

SECTION 4

STUDENTS

4.1—RESIDENCE REQUIREMENTS

Definitions

"In loco parentis" means relating to the responsibility to undertake the care and control of another person in the absence of: Supervision by the person's parent or legal guardian; and 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.

Date Adopted: July 27, 2011
Last Revised: June 29, 2023

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:
    a. 4.40—HOMELESS STUDENTS; or
    b. 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 (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 parent or legal guardian presenting for enrollment.

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

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.

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 birth certificate;

A statement by the local registrar or a county recorder certifying the child's date of birth;

An attested baptismal certificate;

A passport;

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;

United States military identification; or

Previous school records.

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.

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:

- Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);
- Required as a condition of his or her employment to maintain membership in the Selected Reserve and;
- 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 his/her 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 he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

Following the receipt of advanced notice 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:
    - 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; and
    - Contact information for the designated military family education coordinator and the Purple Star School program military family education facilitator, if applicable; and
    - 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.

Date Adopted: April 28, 2014
Last Revised: June 23, 2025

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

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

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6—HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have the child attend kindergarten. A kindergarten waver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma, 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. § -18-201 (b).

Date Adopted: April 28, 2014
Last Revised: June 23, 2025

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

Any student transferring from a school that is not accredited by the DESE to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. A student transferring from 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.

Date Adopted: April 28, 2014
Last Revised: June 29, 2023

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.

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

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.

Annual Reporting

The District shall report annually to the Secretary of the Department of Education:

- The number of transfer applications received;
- The number of applications accepted;
- The number of applications rejected; and
- The reason(s) for each rejection.

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
- Except for students who are transferring under Uniformed Service Member Dependents School Choice, the student's parent, guardian, or the student if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer by no earlier than January 1 and no later than 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 guardian, or the student if the student is over eighteen (18) years of age, and the student's resident district whether the Opportunity School Choice application has been accepted or rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected within fifteen (15) days from receipt of the student's application. The notification shall be sent via First-Class Mail to the address on the application.

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection. Unless the student's application was rejected due to the application not being timely received by 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, guardians, or students, if over eighteen (18) years of age, as soon as practicable after the school or district designation is made of all options available under Opportunity School Choice. The District shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to submit an application to enroll the student in:

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

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

Uniformed Service Member Dependent School Choice

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

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

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

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

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

A student's parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student shall submit a school choice application by mail, e-mail, or in person to the student's 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, legal guardian, person having lawful control of the student, or person standing in loco parentis 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, legal guardian, person having lawful control of the student, or person standing in loco parentis.

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

The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the student 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:

- The District superintendent for students transferring within the District; or
- 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.

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

Unsafe School Choice Program

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

Date Adopted: June 27, 2011
Last Revised: June 23, 2025

4.5Fm—SCHOOL CHOICE CAPACITY RESOLUTION

Whereas:

- The Board of Directors of the Gosnell School District has approved by a vote of the Board, the following capacity resolution for school choice applicants for the 2025-26 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 from a student whose resident district has been determined by the Division of Elementary and Secondary Education to be exempt due to an existing desegregation order; or
- 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 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 2025-26 school choice cycle.

_____ _____

Board President Board Secretary

_____ _____

Date Date

Date Adopted: June 27, 2011
Last Revised: June, 2025

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,

Insert name
Insert position/title

Date Adopted: March 31, 2025
Last Revised:

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.

5. 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.

6. Proof of the student's age; This can be done by providing one of the following:
    H. Birth certificate;
    I. A statement by the local registrar or a county recorder certifying the child's date of birth;
    J. An attested baptismal certificate;
    K. A passport;
    L. An affidavit of the date and place of birth by the child's parent or guardian;
    M. United States military identification; or
    N. Previous school records.

7. The student's health care needs at school.

8. *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,

Insert name
Insert position/title

Date Adopted: March 31, 2025
Last Revised:

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,

Insert name
Insert position/title

Date Adopted: March 31, 2025
Last Revised:

4.5F5—SCHOOL CHOICE REJECTION LETTER

Dear *Parent's Name*,

I am sorry, but the application you submitted for *Student's Name* 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,

Insert name
Insert position/title

Date Adopted: March 31, 2025
Last Revised: June 23, 2025

4.6—HOME SCHOOLING

Enrollment in Home School

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

At the beginning of each school year, but no later than August 15;

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

Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

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

Electronically, including without limitation by:

Use of the Division of Elementary and Secondary Education's (DESE) online system;

Email; or

Facsimile;

By mail; or

In person.

The notice shall include:

The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;

The mailing address and telephone number of the home school;

The name of the parent or legal guardian providing the home school;

Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;

A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;

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

A signature of the parent or legal guardian.

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

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

The items, resources, supplies, materials, or other property belonging to the District have been returned to the District;

The items, resources, supplies, materials, or other property belonging to the District have been paid for; or

The semester has ended.

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

Enrollment or Re-Enrollment in Public School

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

A transcript listing all courses taken and semester grades from the home school;

Score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and

A portfolio of indicators of the home-schooled student's academic progress, including without limitation:

Curricula used in the home school;

Tests taken and lessons completed by the home-schooled student; and

Other indicators of the home-schooled student's academic progress.

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

A home-schooled

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

As indicated by the documentation submitted by the home-schooled student;

By mutual agreement between the public school and the home-schooled student's parent or legal guardian; or

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:

Award of course credits earned in the home school;

Placement in the proper grade level and promotion to the next grade level;

Participation in any academic or extracurricular activity;

Membership in school-sponsored clubs, associations, or organizations;

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

Scholarships.

Date Adopted: May 17, 2012
Last Revised: June 28, 2021

4.7m—ABSENCES

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

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

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

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

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
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;
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.
d) The student's parent, legal guardian, person having lawful of the student, or the person standing in loco parentis of the student provides written documentation that the student's absence is to attend an event from a sponsoring organization that:
    a. Provides support to families of fallen service members or first responders or provides support for traumatic loss, grief or resiliency; and
        i. May be verified as an organization that provides support to the military family 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; 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 (*10*) 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 (*5*) 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 (10) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

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

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.

Adopted: June 27, 2011
Revised: June 23, 2025

4.8m—MAKE-UP WORK

Unless suspended from school, students who miss school due to an absence shall be allowed to make up the work they missed during their absence under the following rules.

1. Teachers are responsible for providing the missed assignments when asked by a returning student.
2. 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.
3. If a test or assignment is announced during a student's absence, the student will not be required to take the exam or turn in the assignment the day he/she returns.
4. Students shall have one class day to make up their work for each class day they are absent.
5. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
6. Students are responsible for turning in their make-up work without the teacher having to ask for it.
7. 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.
8. Work assignments with an established deadline such as research papers, projects, etc. must be turned in on the due date or the student's first day back at school.
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 in excess of the number of allowable unexcused absences in a semester unless the absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.

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.

Date Adopted: June 27, 2011
Last Revised: June 29, 2023

4.10m—CLOSED CAMPUS

1. Students in grades K-12 will stay on campus during the lunch period.
2. All students that are checked out during lunch must be physically signed out by their parent or legal guardian (any extenuating circumstances must be approved by the principal).
3. No off campus deliveries are allowed at lunch time.

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Gosnell 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-discrimination may be directed to Elizabeth Bryce, who may be reached at 870-532-4023.

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.
Date Adopted: April 27, 2017
Last Revised: June 23, 2025

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

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

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

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

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

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

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

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

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 front 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.

Date Adopted: November 27, 2006
Last Revised: June 29, 2023

4.14—STUDENT PUBLICATIONS AND THE DISTRIBUTION OF LITERATURE

Student Media

All student media that are supported financially by the school or by use of school facilities, or are produced in conjunction with a class shall be considered school-sponsored media. School-sponsored media does not provide a 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. 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 18;
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

Student Distribution of Non-school Literature, Publications, and Materials

A student or group of students who distribute ten (10) or fewer copies of the same non-school literature, publications, or materials (hereinafter "non-school materials"), shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school materials shall have school authorities review their non-school materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school materials, prior to their distribution and will bar from distribution those non-school materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non-school materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur; and
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.
6. Students shall be responsible for the removal of excess literature that is left at the distribution point for more than 5 days.

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

Date Adopted: April 11, 2016
Last Revised: June 24, 2019

4.15m—CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may, to extend 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. Such contact is subject to the limitations outlined in Policy 4.16m, and any other policies that may apply. 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, or other person having lawful control by court order, or person acting in loco parentis identified on student enrollment forms. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, 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.

Date Adopted: April 27, 2015
Last Revised: February 26, 2024

4.16m—VISITORS

Visitors are welcomed at Gosnell Schools, but will not be permitted to attend regularly scheduled classes. Parents may visit the school, but not with non-school age children. Parents may arrange with the principal to have lunch in the cafeteria with their child. All visits must be cleared through the principal's office. All visitors must report to the office and sign in. A visitor's pass will be issued and worn while on campus. It is the responsibility of all staff including administrators, teachers, custodians, maintenance employees, aides, and office workers to:

- Stop, greet, and question unidentified persons on the campus or in any school building
- Direct all visitors to the nearest office for permission to visit.
- Report and watch visitors for compliance.
- Call the police immediately if cooperation is not evident or if suspicious circumstances exist. All staff will assist in keeping doors locked and buildings secure.

4.17- STUDENT DISCIPLINE

The Gosnell 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 District's multi-tiered behavioral intervention procedures in accordance with Policy 4.60 in the application of student discipline.

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

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

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

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

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

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

Date Adopted: May 17, 2012
Last Revised: June 23, 2025

4.18m—PROHIBITED CONDUCT

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;

6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession of and use of a personal electronic device except as authorized by Policy 4.47 or by 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

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

Date Adopted: April 17, 2015
Last Revised: June 23, 2025

4.19—CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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

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

Students are eligible to receive district bus transportation if they meet the following requirements. The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student's parent or guardian.

Date Adopted: May 17, 2012
Last Revised: June 24, 2019

4.20—DISRUPTION OF SCHOOL

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.

Date Adopted: April 10, 2017
Last Revised: June 23, 2025

4.21—STUDENT ASSAULT 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.

Date Adopted: April 10, 2017
Last Revised: June 24, 2019

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 or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her vehicle on 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 firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The mandatory expulsion requirement for possession of a firearm does not apply to a firearm 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.

Date Adopted: July 15, 2013
Last Revised June 24, 2019

4.23—TOBACCO AND TOBACCO PRODUCTS

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

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

Date Adopted: July 15, 2013
Last Revised:

4.24m—ALCOHOL AND DRUGS

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 Gosnell 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.

Date Adopted: July 15, 2013
Last Revised: July 23, 2024

4.25m—DRESS CODE

It is our mission here at Gosnell School District to educate our students so they will one day be ready to enter the work force and become valuable citizens who contribute to their community. After consulting with area businesses we found that one of the most important factors in success on the job is "Dressing for Success." In order that we might prepare our students for their future we feel that we need to encourage them to dress and groom in a way that meets reasonable standards of health, cleanliness, modesty, and safety without distracting from the learning environment. According to Arkansas law, 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 of a female. The following list of guidelines will help to ensure that our students realize they are coming to school to take care of the business of education.

1. Shoes: Shoes must be worn at all times. No house shoes are to be worn. Shoes with laces must be tied. No skates or shoes with wheels will be permitted.
2. Shorts/Dresses/Skirts – K-12 students may wear shorts, dresses, skirts below fingertip length. This length is longer than the student's fingertips when arms are extended down.
3. Pants: All pants must remain at the waist. (Undergarments should not be showing at any time.) Excessively oversized or baggy pants are not permitted. Tight fitting, or spandex pants are not permitted. Pants must not have writing of any kind across the seat. Pajama bottoms are not permitted.
4. Shirts: No low-cut tops are permitted. Underarms, shoulders, midriffs, and backs are not to be exposed. Shirts are not to be too tight or see-through. Proper undergarments must be worn and not visible. Excessively oversize or baggy shirts are not permitted.
5. Jewelry/Accessories: Caps, hoods, hats, headscarves, headbands, or sunglasses will not be worn in the building. Oversized chains or accessories with spikes are not permitted. Students may not wear clothing or accessories which display words or images that are deemed offensive on the basis of race, sex, national origin, handicapping conditions, etc. Clothing that advertises alcohol, tobacco, or drugs may not be worn. Any clothing with profanity or vulgar suggestions are not allowed. Gang related clothing or paraphernalia will not be worn.

Students shall not dress in any manner that could be determined as disruptive and detrimental to the education processes, goals, standards, and philosophy of the Gosnell School System. Beyond the stipulations listed, the final judgment of acceptable attire and personal appearance is at the discretion of the school administration. The dress code will be monitored throughout the year to determine any changes deemed necessary. The penalties for violation of the dress code will be at the discretion of the administration but will range from a verbal reprimand to expulsion.

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.

Date Adopted: July 15, 2013
Last Revised: June 29, 2023

4.26—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:

- Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
- Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;

- Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang;
- and/or
- 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.

Date Adopted: May 23, 2011
Last Revised:

4.27—STUDENT SEX DISCRIMINATION AND SEX-BASED HARASSMENT

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

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

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

Definitions

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

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

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

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

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

1. A District employee:
    a. Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct; or
    b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
    a. Unwelcome; and
    b. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
    c. Constitutes:
        i. Sexual assault;
        ii. Dating violence
        iii. Domestic violence; or
        iv. 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) 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.[5]

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.

PARENT AND GUARDIAN NOTICE OF USAGE OF GOOGLE WORKSPACE FOR EDUCATION

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses and discloses personal information from students in connection with these accounts.

Using their G Suite for Education accounts, students may access and use the "Core Services" offered by Google at https://gsuite.google.com/terms/user_features.html).

Google services and applications used by students and staff are not limited to the applications in the link above. Additional services may be enabled as the Gosnell School District needs to offer more educational opportunities for its students.

G Suite for Education Privacy Notice can be found at https://gsuite.google.com/terms/education_privacy.html

Date Adopted: May 23, 2011
Last Revised: June 23, 2025

4.28m—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.

Date Adopted: April 10, 2017
Last Revised:

4.29—INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY

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

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

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

Technology Protection Measures

The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors; therefore, it is the policy of the District to protect each electronic device with Internet filtering 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 that would range from a verbal warning to expulsion, 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.

Date Adopted: April 28, 2014
Last Revised:

4.30—SUSPENSION FROM SCHOOL

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

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

A student may be suspended for behavior including, but not limited to, that:
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 (5^{th}) 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:
1. The student shall be given written notice or advised orally of the charges against him/her;
2. If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and be allowed to present his/her version of the facts; and
3. If the principal finds the student guilty of the misconduct, he/she may be suspended.

When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent (s), legal guardian(s), person(s) with 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 a student's parents', legal guardians', 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 a 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 are not 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.

Date Adopted: May 17, 2012
Last Revised: June 24, 2019

4.31—EXPULSION

The Board of Education may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Superintendent may make a recommendation of expulsion to the Board of Education for student 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 (5^{th}) 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, person having lawful control of the student, person 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, who 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, legal guardians, persons having lawful control of a student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

Date Adopted: May 17, 2012
Last Revised: June 29, 2023

4.32—SEARCH, SEIZURE, AND INTERROGATIONS

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

Date Adopted: June 27, 2011
Last Revised: June 24, 2012

4.33—STUDENTS' VEHICLES

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

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

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

Date Adopted: May 17, 2012
Last Revised:

4.34m—COMMUNICABLE DISEASES AND PARASITES

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

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

In accordance with 4.57—IMMUNIZATIONS, the District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13. That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

A student enrolled in the District who has an immunization exemption may be removed from school at the discretion of the Arkansas Department of Health during an outbreak of the disease for which the student is not vaccinated. The student may not return to 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 up their child. 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.

Date Adopted: May 17, 2012
Last Revised: April 27, 2023

4.35—STUDENT MEDICATIONS

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

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

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

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

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

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

Schedule II Medications

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

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

Self-Administration of Medication

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

1. Self-administer either a:
   - Rescue inhaler; or
   - Auto-injectable 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 or auto-injectable epinephrine; or
   b. Auto-injectable or nasal spray epinephrine
   c. The necessary supplies and equipment to perform his/her own diabetes monitoring and treatment functions.

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

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

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

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

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

A student is prohibited from sharing, transferring, or in any way diverting 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 or nasal spray 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:

An IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and

A current, valid consent form on file from their parent or guardian.

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

The time scheduled for a dose of insulin in the student's IHP; and

Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until a parent, guardian, other responsible adult, or medical personnel has arrived.

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

Emergency Administration of Epinephrine

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

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

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

Emergency Administration of Anti-opioid

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

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

Emergency Administration of Emergency Adrenal Insufficiency Medication

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

Date Adopted: May 17, 2012
Last Revised: June 23, 2025

4.36—STUDENT ILLNESS/ACCIDENT

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

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

Date Adopted: April 10, 2017
Last Revised:

4.37—EMERGENCY DRILLS

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

The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement, 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 for the age of both the students and grade configuration of the school.

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

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

Date Adopted: April 29, 2013
Last Revised: June 29, 2023

4.38—PERMANENT RECORDS

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

Date Adopted: April 10, 2017
Last Revised: June 24, 2019

4.39—CORPORAL PUNISHMENT POLICY

(O1) The Gosnell 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.

Date Adopted: April 10, 2016
Last Revised: June 24, 2019

4.40—HOMELESS STUDENTS

The Gosnell School District will afford the same services and educational opportunities to homeless children as are afforded to non- homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational agency

(LEA) liaison for homeless children and youth whose responsibilities shall include, but are not limited to:

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

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

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

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

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

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

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

In determining the best interest of the child or youth, the District shall:

- Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

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

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

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

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

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

1. 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;
2. 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;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Are migratory children who are living in circumstances described in clauses (a) through (c).

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

Date Adopted: May 7, 2012
Last Revised: June 29, 2023

4.41—PHYSICAL EXAMINATIONS OR SCREENINGS

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

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

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

Date Adopted: April 10, 2017
Last Revised:

4.42—STUDENT HANDBOOK (See inside front cover page)

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:
    a. Physical harm to a public school employee or student or damage to the public school employee's or student's property;
    b. Substantial interference with a student's education or with a public school employee's role in education;
    c. 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
    d. Substantial disruption of the orderly operation of the school or educational environment;

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

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

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

- 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:
   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
   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 (5^{th}) 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:
   - That a credible report or complaint of bullying against their student exists;
   - Whether the investigation found the credible report or complaint of bullying to be true;
   - Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
   - 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 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;
   - 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.

Date Adopted: May 23, 2011
Last Revised: June 23, 2025

4.44—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.

Date Adopted: June 2020

Last Revised:

4.45—GRADUATION REQUIREMENTS —FOR THE CLASS OF 2026

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. 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 as 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 may be accomplished through holding an informational meeting for parents, legal guardians or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:

- Inclusion in the student handbook of the 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. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional 2 units to graduate for a total of 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.

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

a. DESE approved biology – 1 credit;
b. DESE approved physical science – 1 credit; and
c. A third unit that is either:
    a. An additional science credit approved by DESE; or

b. 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.[8]

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units
All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

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

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

Date Adopted: June 28, 2021
Last Revised: June 23, 2025

4.45.1—GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER

All students are required to participate in the Smart Core curriculum unless stated otherwise in the student's Student Success Plan (SSP) and signed by the student's parents or guardians, or the student if the student is eighteen (18) years of age or older Graduation requirements will be sent home with students prior to their enrolling in seventh (7^{th}) grade, or when a seventh (7^{th}) through twelfth (12^{th}) grade student enrolls in the district for the first time. 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 as part of the creation of the student's Student Success Plan.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district 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 of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:

- Inclusion in the student handbook of the 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 Inter-state 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. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional 2 units to graduate for a total of 24 units. The additional required units may be taken from any electives offered by the district. Accelerated learning 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 course in order to graduate or computer science related career and technical education.

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 student's 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 (9th) 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 – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at

any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Date Adopted: April 10, 2017
Last Revised: June 23, 2025

4.46—PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited:

During the first class period of each school day;

At the commencement of each school-sanctioned after-school assembly; and

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

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

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

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

Date Adopted: April 10, 2017
Last Revised: June 28, 2021

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;
  - Concerts and performances;
  - 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 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:
- The device is locked in his/her Yondr pouch or
- Turned off and put away in the student's locker, backpack or vehicle and not retrieved for usage

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 use 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 course; or
- 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.[3] 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 Accountibility 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.

Date Adopted: April 29, 2013
Date Revised: March 30, 2026

4.48—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 cam- eras, 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 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.

Date Adopted: May 23, 2011
Date Revised: June 1, 2020

4.49—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.

Date Adopted: June 26, 2017
Last Revised:

4.50—SCHOOL MEAL MODIFICATIONS

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 re- quest 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.

Date Adopted: April 11, 2016
Last Revised: March 31, 2025

4.51— FOOD SERVICE PREPAYMENT

Meal Charges

(O1) 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 any of the following methods:

- Submitting cash or check payment at the school's designated location
- Depositing funds through the District's online service;

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 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 Policy 4.50—SCHOOL MEAL MODIFICATIONS shall receive the same type of modification for an unpaid meal.

Date Adopted: April 10, 2017
Last Revised: June 24, 2019

4.52—STUDENTS WHO ARE FOSTER CHILDREN

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services ("DHS"), the 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:

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

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.

Date Adopted: June 27, 2011
Last Revised: June 23, 2025

4.53— PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

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

There have been a minimum of 30 instructional days since the start of the school year; and

After consulting with each classroom teacher in which the siblings were placed, the school determines the parent's classroom placement request is:

Detrimental to the educational achievement of one or more of the siblings;

Disruptive to the siblings' assigned classroom learning environment; or

Disruptive to the school's educational or disciplinary environment.

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

Date Adopted: April 10, 2017
Last Revised:

4.55—STUDENT PROMOTION AND RETENTION

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents, 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 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 transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

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

The building principal or designee;

The student's teacher(s);

School counselor**;**

A 504/special education representative (if applicable); and

The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

Each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

Statewide student assessment results;

Subject grades;

Student work samples; and

Local assessment scores.

The SSP for a student in kindergarten through grade three (K-3) who does not meet the reading standard As set by the state board and determined by a high-quality literacy screener or the statewide assessment shall include an individual reading plan for each student. An individual reading plan shall include:

- 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;
- The goals and benchmarks for the student's growth;
- How the student's progress will be monitored and evaluated;
- The type of additional instructional services and interventions the student may receive;
- 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;
- 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
- 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:

- Of the content of their child's independent reading plan and progress on the independent reading plan throughout the year; and
- 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 (3^{rd}) grade, including students who are promoted to the fourth (4^{th}) grade under a good cause waiver, the District, during the subsequent summer and school year, shall:

- Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
- 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.
- 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;
- Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student's eligibility for a literacy tutoring grant;
- Be given priority to receive a literacy tutoring grant; and
- 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:

- 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;
- 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
    - 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:

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

Date Adopted: April 28, 2014
Last Revised: June 29, 2023

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.

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of the student's 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 (1) per week per extracurricular activity (tournaments excepted). Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

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

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

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

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

Interscholastic Activities

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation dead-lines, 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 either:
Have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester; or
If the student has passed four (4) academic courses the previous semester but does not have a 2.0 GPA the student must be enrolled and successfully participating in an SIP to maintain their competitive interscholastic extracurricular eligibility.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

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.

Date Adopted: April 28, 2014

Last Revised: June 23, 2025

4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Definitions

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

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

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

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments or other similar events excepted with approval of the principal. 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 assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student’s failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

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

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

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

Date Adopted: June 26, 2017
Last Revised: June 24, 2019

4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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

Interscholastic activity means an activity between schools subject to 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.

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

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

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 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 Education.

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 an 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 (11^{th}) 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 home-schooled student who has met the try out criteria; and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

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

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

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

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

- The home schooled 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.

Date Adopted: April 28, 2014
Last Revised: June 23, 2025

4.56.2F—HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT RESIDENT DISTRICT

Student's Name (Please Print) _____

Parent or Guardian's Resident Address

Street _____ Apartment _____

City _____ State _____ Zip Code _____

Student's date of birth ___/___/___ Last grade level the student completed _____

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education._____

Name of test, Date taken, and score achieved_____

Extracurricular activity(ies) the student requests to participate in _____

Course(s) the student requests to take at the school _____

Proof of identity _____

Date Submitted __/__/__

Parent's Signature _____

Date Adopted: April 27, 2015 Last Revised

4.56.2F2— HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT NON-RESIDENT DISTRICT

Student's Name (Please Print) _____

Parent or Guardian's Resident Address

Street _____ Apartment _____

City _____ State _____ Zip Code _____

Student's date of birth ___/___/___ Last grade level the student completed _____

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education._____

Name of test, Date taken, and score achieved_____

Extracurricular activity(ies) the student requests to participate in _____

Course(s) the student requests to take at the school _____

Proof of identity _____

Date Submitted ___/___/___

Parent's Signature _____

As the superintendent of the above student's resident district, I agree that the above student may participate in extracurricular activities at _____School District.

Resident Superintendent's Signature: _____

As the superintendent of the _____ School District, where the above student may participate in extracurricular activities, I agree to allow the student to participate in extracurricular activities at _____ School District.

Non-resident Superintendent's Signature: _____

Date Adopted: June 26, 2017
Last Revised:

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 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 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 (11^{th}) 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.

4.57—IMMUNIZATIONS
Definitions

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

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

General Requirements

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

Licensed physician;

Health department;

Military service;

Official record from another educational institution in Arkansas; or

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:

Proof of immunization showing the student to be fully age appropriately vaccinated;

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;

A copy of a letter from ADH indicating immunity based on serologic testing; and/or

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.

Date Adopted: April 10, 2017
Last Revised: July 7, 2020

4.58m—FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA

Food Sharing Table

(O2) The District has no food sharing system for food items.

Removing Food Items From the Food Service Area

(OB) No student shall remove school provided food items from the food service area at the end of the meal period.

Date Adopted: April 10, 2017
Last Revised:

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

The District allows private school and home schooled students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered by the District. The District will place a list of courses that a private school or home schooled student may request to attend on its website by:
June 1 for courses to be offered during the Fall semester; and
November 1 for courses to be offered during the Spring semester.

A private school or home schooled student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:
August 1 for Fall semester courses; or
December 1 for Spring semester courses.
The superintendent, or designee, is authorized to waive the application deadline on a case by case basis.

The District permits a private school or home schooled student to attend a maximum of six (6) courses per semester.

The District may reject a private school or home schooled student's request for attendance if the District's acceptance would:
Require the addition of staff or classrooms;
Exceed the capacity of a program, class, grade level, or school building;
Cost the District more for the student to attend the academic course than the District receives for the student's attendance;
Cause the District to provide educational services the District does not currently provide at a financial burden to the District; or
Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home schooled student's request to attend academic course(s), the District will date and time stamp the request for attendance. If a private school or home schooled student is denied attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the District will use the date and time stamp on the request for attendance to determine the private school or home schooled student who will be notified of an opening in the requested course.

As part of the request to attend academic courses in the District, a private school or home schooled student shall:
Indicate the course(s) the private school or home schooled student is interested in attending;
If the course(s) the private school or home schooled student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home schooled student intends to attend the physical course or the digital course;
Submit, along with the student's application, a copy of the student's transcript indicating that the student has received credit for the course(s), or equivalent course(s), that are a prerequisite to the course(s) the student desires to attend at the District;
Agree to follow the District's discipline policies; and
Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS.

A private school or home schooled student who fails to attend an academic course by the eleventh (11) day of class or who is absent without excuse for eleven (11) consecutive days during the semester shall be dropped from the course.; however, a private school or home schooled student shall not be considered truant for unexcused absences from the course(s) the student is attending at the District.

Private school or home schooled students shall receive a final grade and transcript for each academic course the student completes.

The responsibility for transportation of any private school or home schooled student attending academic courses in the District shall be borne by the student or the student's parents.

The opportunity provided to home schooled students under this policy is in addition to the opportunity provided in Policy 4.56.2— EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

Date Adopted: June 24, 2019
Last Revised:

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 members who are academic and behavioral assessment and intervention professionals.

A student's BIT 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.

Date Adopted: June 28, 2021
Last Revised: June 23, 2025

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;
- 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.

Date Adopted: June 29, 2023
Last Revised:

4.62—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.

Date Adopted: June 29, 2023
Last Revised:

4.63m—STUDENT RELIGIOUS EXPRESSION

The Gosnell 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 seace such remarks, Then the building principal or District staff member may escort the student from the forum and the student may be disciplined in accordance with the District's Student Code of Conduct

There shall be a disclaimer that a student speaker's speech does not reflect the endorsement, sponsorship, position, or expression of the District. The disclaimer shall be provided at all forums where students speak and at all graduation ceremonies. The disclaimer shall be provided orally or in writing as most appropriately fits the format of the forum.

Information on how to participate in a student forum shall be provided to all students.

Date Adopted: June 29, 2023
Last Revised: July 23, 2024

4.64—STUDENT USE OF ARTIFICIAL INTELLIGENCE

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.

Date Adopted: March 31, 2025
Last Revised:

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.

Date Adopted: June 23, 2025
Last Revised:

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.

BOARD POLICIES
SECTION 5
CURRICULUM

5.1—EDUCATIONAL PHILOSOPHY

The Gosnell School District assumes the responsibility of providing students attending its schools a high quality education that challenges each student to achieve to their maximum potential. The District shall endeavor to create the environment within the schools necessary to attain this goal. The creation of the necessary climate shall be based on the following core beliefs:

1. The District's vision statement will be developed with input from students, parents, business leaders, and other community members.
2. All students can be successful learners.
3. Students learn at different rates and in different ways.
4. A primary goal shall be to give students the skills they need to be life-long learners.
5. The education of all citizens is basic to our community's well-being.
6. Student achievement is affected positively by the involvement of parents and the community in the schools.
7. The District is responsible for helping cultivate good citizenship skills in its students.
8. Students reflect the moral and ethical values of their environment.
9. All people have a right to a safe environment.
10. Each person is responsible for his/her own actions.
11. Innovation involves taking risks.
12. Schools are responsible for creating the conditions that promote success.
13. Each person is entitled to retain his/her dignity.
14. All people have the right to be treated with respect and the responsibility to treat others respectfully.
15. For teachers to succeed in cultivating high student achievement, they need to be given the materials, training, and environment necessary to produce such results.

Date Adopted: April 10, 2017
Last Revised:

5.2 —PLANNING FOR EDUCATIONAL IMPROVEMENT

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

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

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

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

- 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 September 1 of each year.

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

If forty percent (40%) or more of the District's students scored "in need of support" on the prior year's statewide assessment for reading, the District shall develop a literacy plan as part of the SDSP that includes:
Goals for improving reading achievement throughout the District; and
Information regarding the prioritization of funding, including without limitation, Enhanced Student Achievement funding, for strategies to improve reading achievement throughout the District.

The District shall 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 August 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.

Date Adopted: April 11, 2016
Last Revised: June 23, 2025

5.3—CURRICULUM DEVELOPMENT

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

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

Each school shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education. Each school's administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education. The District shall not purchase curriculum for the District's reading program that is not from the list of curricula approved by the Division of Elementary and Secondary Education.

No curriculum or classroom instruction shall be provided on the following topics before grade five (5):

- Sexually explicit materials;
- Sexual reproduction;
- Sexual intercourse;
- Gender identity;
- Sexual orientation.

Date Adopted: July 27, 2011
Last Revised: June 29, 2023

5.4m—SCHOOL IMPROVEMENT TEAMS

A team structure is officially incorporated into the school-level improvement plan. New school administrators shall receive a description of the teams' purposes and how each team is constituted; In addition, each new administrator shall receive training on methods for effective teams.

All teams shall create work plans for the year, which shall include specific work products for the team to produce. To aid in maintaining the work plan, all teams shall develop an agenda and keep minutes for each meeting. The school principal shall be responsible for maintaining a file of the agendas, work products, and minutes of all teams.
Team meetings shall take place outside of the student instructional day.

Leadership Team

Each school shall have a Leadership Team that consists of members that include:

1. The principal;
2. The School Improvement Plan chair;
3. The school guidance counselor;
4. Instructional facilitators and
5. Other key professionals designated by the principal.

The Leadership Team shall meet for a minimum of one (1) hour at least two (2) times each month during the school year. Based on school performance data and aggregated classroom observation data, the Leadership Team shall make decisions and recommendations on curriculum, instruction and professional development; in addition, the Leadership Team shall serve as a conduit of communication to the rest of the faculty and staff.

Instructional Teams

The teachers in each school shall belong to an Instructional Team. The instructional teams shall be organized by:

a. Grade level;
b. Grade level cluster; and/or
c. Subject area.

Instructional Teams shall appoint facilitators who shall conduct the team meetings and shall be part of the school Leadership Team. Instructional Teams shall meet for a minimum of thirty (30) minutes at least twelve (12) times during the school year. The purpose of the Instructional Teams is to develop and refine units of instruction and review student learning data.

Date Adopted: October 26, 2016
Last Revised: June 26, 2017

5.5—SELECTION / INSPECTION OF INSTRUCTIONAL MATERIALS

Definitions

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

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

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

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

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

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

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

In addition to all other inspection rights under this policy, the following shall be made available for inspection regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program:
Curricula;
Materials;
Tests;
Surveys;
Questionnaires;
Activities; and
Instruction of any kind.
Except when directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction, the District shall provide written notification to parents and legal guardians of their ability to exercise

their rights under this policy to review items A-G above or to challenge and/or opt their student out of items under A-G above as permitted under Policy 5.6. The District's notification method shall ensure that the District receives a confirmation of the written notification receipt from parents and legal guardians.

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

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

Date Adopted: November 29, 2005
Last Revised: June 29, 2023

5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Definitions

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

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

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

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

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

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

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent[1].

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.[2]

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

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

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be if the instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are:
Misleading;
Factually inaccurate; or
Otherwise inappropriate for the intended educational use.

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

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

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

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

Date Adopted: June 1, 2021
Date Revised: June 29, 2023

5.6F2—STUDENT OPT OUT OF INSTRUCTION, EVENT, OR ACTIVITY REGARDING SEX ED, SEXUAL ORIENTATION, OR GENDER IDENTITY

Parent's Name: _____

Student's Name: _____

I have reviewed the list of curricula, materials, tests, surveys, questionnaires, activities, and instruction of any kind regarding sex ed, sexual orientation ,or gender identity and wish for my student to be excused from the following regarding sex ed, sexual orientation, or gender identity:

I understand that I may not opt my student out of curricula, materials, tests, surveys, questionnaires, activities, and instruction of any kind related to sex-ed, sexual orientation, or gender identity if the curriculum, material, test, survey, questionnaire, activity, or instruction of any kind is directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction.

I understand that in order for my excused student to not be penalized for grading purposes due to my student being excused from the above instruction, instructional materials, events, or activities that my student must satisfactorily perform alternative lessons related to health.

Parents Signature: _____ Date: _____

Date Adopted: June 1, 2021

Last Revised

5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS, EVENTS, AND ACTIVITIES

Name: _____

Date submitted: level one _____ level two _____ level three _____

Instructional material, event or activity being contested:

Reasons for contesting the material, event or activity (be specific):

What is your proposed resolution?

Signature of Receiving Principal _____

Signature of Curriculum Coordinator _____

Signature of Superintendent _____

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:

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

Retention and Continuous Evaluation

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of. 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 a 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 sub- mitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

Date Adopted: May 17, 2012
Last Revised: June 23, 2025

5.7F—REQUEST FOR RECONSIDERATION OF LIBRARY/MEDIA CENTER MATERIALS

Name: _____

Date submitted: _____

Media center material being contested:

Reasons for contesting the material. (Be specific about why you believe the material does not meet the selection criteria listed in policy 5.7—Selection of Library/Media Center Materials):

What is your proposed resolution?

Signature of receiving principal_____

Signature of Superintendent (if appealed)_____

5.8—USE OF 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 5.11m—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.
Date Adopted: April 28, 2014
Last Revised:

5.9—COMPUTER SOFTWARE COPYRIGHT

The District shall observe copyright laws governing computer software reproduction. Unless specifically allowed by the software purchase agreement, the Copyright Act allows the purchaser of software to:
1. Make one copy of software for archival purposes in case the original is destroyed or damaged through mechanical failure of a computer. However, if the original is sold or given away, the archival copy must be destroyed;
2. Make necessary adaptations to use the program; and/or
3. Add features to the program for specific applications. These improvements may not be sold or given away without the copyright owner's permission.

The District shall abide by applicable licensing agreements before using computer software on local-area or wide-area networks.

Date Adopted: April 10, 2017
Last Revised:

5.10—ARTIFICIAL INTELLIGENCE

Definitions
"Artificial Intelligence (AI)" means a machine-based system that 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" mean 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 Gosnell 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.

Date Adopted: March 31, 2025
Last Revised: June 23, 2025

5.11—DIGITAL LEARNING COURSES

Definitions
"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:

Traditional books, textbooks, and trade books in printed and bound form;

Activity-oriented programs that may include:

Manipulatives;

Hand-held calculators;

Other hands-on materials; and

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.
Activity-oriented programs that may include:

Manipulatives;

Hand-held calculators;

Other hands-on materials; and

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.

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 as part of the Arkansas Course Choice Program 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 scheduled courses digitally if offered by the District or, if applicable, through the Arkansas Course Choice Program. The student’s attendance in the student’s digital course(s) shall be determined in accordance with Policy 4.7—ABSENCES.

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

Except as required by Policy 5.9, the District may restrict a student's access to digital courses when the student's building 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 building 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.

Date Adopted: April 28, 2014

Last Revised: June 29, 2023

5.14m—HOMEWORK

Homework assignments are considered an extension of the classroom instruction for the purpose of independent skill practice for mastery or for review. Assignments will not involve skills/concepts which have not been taught. Assignments may utilize massed or distributed practice to meet the common needs of groups or specific needs of individuals. Teachers will evaluate all homework assignments and provide feedback to the students. Teachers will exercise judgment concerning quantity and frequency of homework assignments. Teachers will emphasize quality above quantity. The administration reserves the privilege of monitoring homework.

Date Adopted: April 11, 2016
Last Revised:

5.15m—GRADING & REPORTING TO PARENTS

No one can describe how the teacher should grade, but we can definitely state that a teacher should attempt to be objective, fair, and should certainly measure what is being taught. The total grade will be a combination of daily work and test grades. It is the student’s responsibility to turn in all homework and daily assignments when they are due. Seventh and Eighth Grades: These are transition grades between the elementary and secondary programs. Seventh and eighth grade students are not working on credits for graduation. All grades for seventh and eighth grades will be based entirely upon daily work: homework, class participation, chapter tests, and unit tests. Grades Nine through Twelve: All credit for graduation and eligibility for extracurriculars is based upon semester grades. The semester grade will be based upon daily work and a semester test. The semester test will be taken from the teacher prepared study guides or previous chapter/unit tests. The test will be comprehensive. The test will count for no more than one-fifth of the final grade. Daily work will be emphasized.

Grades assigned to students for performance in a course shall reflect only achievement of the expressed academic objectives of the course and other educational objectives such as the student learning expectations contained in curriculum frameworks. Grades must reflect only the achievement of educational objectives.

Grades which are recorded on the student's permanent record in the school office will not bear plus (+) or minus (-). The district recognizes the importance of communication between teachers and parents/legal guardians. To help promote positive communication, parent/teacher conferences shall be held once each semester. Parent/teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child's progress with his/her teacher. Teachers are required to communicate during the school year with the parent(s) or legal guardian(s) of each of their students to discuss their academic progress. More frequent communication is required with the parent(s) or legal guardian(s) of students who are performing below grade level.

All parent/teacher conferences shall be scheduled at a time and place to best accommodate those participating in conferences. Each teacher shall document the participation or nonparticipation of parent(s)/legal guardian(s) for each scheduled conference.
The progress of each student in the Gosnell Public Schools will be recorded in the principal's office and a report card will be picked up by the parent/guardian during parent/teacher conferences for the first and third quarters. The report card will be sent home after the second and fourth quarters.

The quarterly report for grades K-6 is to be kept and the bottom of the report signed and returned. The quarterly and semester report for grades 7-12 is to be signed and returned to school to indicate that the reports were received. This applies only to the second and fourth quarters when report cards are sent home. A duplicate report will be kept on file. Grade reports will be issued the 1st Wednesday after second and fourth quarters and will be ready to pick up at parent/teacher conferences after the first and third quarters.

Grading Scales

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

The grading scale for all schools other than elementary schools in the district shall be as follows:
A =100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:
A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

Conduct Grade

The conduct grades given are A, B, C, D and F. They are based upon the student's ability to conform or conduct himself as a citizen of the school, state, and nation.

Date Adopted: April 11, 2016
Last Revised: June 23, 2025

5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Traditional Progression

A student who has not previously received a computer science credit may elect to take an introductory level computer science course. A student who passes a computer science course level is eligible to take the next level computer science course in the same computer science course emphasis.

Alternative Progression

A student who does not have credit for any computer science course, the introductory level computer science course for the particular computer science emphasis, or the preceding level course for the computer science emphasis may be placed in a computer science course based on any combination of the following factors:

- The student's grade point average;
- Recommendation from the student's teacher(s);
- Demonstration of previous computer science work by the student; or
- Proficiency report from a computer science proficiency evaluation

Date Adopted: April 10, 2016
Last Revised:

5.17m—HONOR ROLL AND HONOR GRADUATES

Honor Roll

Students who receive no mark lower than a "B" in each subject, will be given recognition on the honor roll, provided the conduct grade is not below a "B".

Honors Diploma

The Gosnell School District will recognize students as honor graduates who have completed the Smart Core curriculum, received two credits in the same foreign language, and maintained a minimum grade point average of 2.75. For membership in the National Honors Society, students must qualify for an honors diploma.

Honor Students

All honor students must meet the provisions of the honors diploma. Students' grade point averages (GPAs) will be determined by allowing four points for each "A" earned in a full credit course, three points for each "B," two points for each "C" and one point for each "D," and no points for each "F." Courses considered advanced placement will be weighted and included in the calculation of the grade point average as described in the "Advanced Placement" section.

Seniors' GPAs will be calculated at the end of the first semester of their senior year for the purpose of determining the Top Ten, Valedictorian (s), and Salutatorian(s). Top Ten students must be Honor Graduates who have attended Gosnell High School at least two semesters and whose credits were earned at a school of equal rating.

Valedictorians and Salutatorians must be members of the Top Ten. The Valedictorian(s) of the senior class will be the graduating senior(s) with at least a 4.0 GPA, and the Salutatorian will be the student with the highest GPA that is under 4.0. If no student has a GPA of at least 4.0 then the Valedictorian will be the student with the highest GPA, and the Salutatorian will be the graduating senior with the second highest GPA. Exact ties will result in multiple Valedictorians or Salutatorians as necessary in any scenario.

Final class rankings for all students will be based on their calculated GPA at the end of the school year.

Date Adopted: April 11, 2016
Last Revised: June 25, 2018

5.18—HEALTH SERVICES

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

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

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

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

Date Adopted: April 11, 2016
Last Revised: June 29, 2023

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 C, 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:
Required assessments, including without limitation:

- Statewide assessments;
- Advanced Placement; and
- International Baccalaureate,

- Participation in extracurricular or cocurricular activities; and
- 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.

Date Adopted: June 29, 2023
Last Revised: June 23, 2025

5.20m—DISTRICT WEBSITE

The Gosnell 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 Gosnell 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 Gosnell 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. The total amount of State funds used for teacher salaries.
    aa. 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 con- duct 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.

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

Date Adopted: July 27, 2011
Last Revised: June 23, 2025

5.20.1m—WEB SITE PRIVACY POLICY

The Gosnell School District operates and maintains a web site for the purpose of informing the citizens of the district about its activities. The web site does not use "cookies" or ISP addresses to collect or retain personally identifying information about visitors to its web site nor is any such information given to "third parties." Any data collected is used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

The site serves no commercial purpose and does not collect any information from individuals for such purpose.
Photographs of students, when associated with the student's name, shall not be displayed on any page of the district's web site without the prior written consent of the parent (or the student if 18 or older).

Date Adopted: May 28, 2015
Last Revised:

5.21—ACCELERATED LEARNING 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 seven through twelve 7-12 who take accelerated learning courses or other 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 points
F= 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course:

- The course must be 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 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 exam. Students who do not take the applicable exam shall receive the same numeric value for the grade the student receives in the course as if it were a non-AP or IB 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.

A student who transfer into the district will be given weighted credit for the accelerated learning courses and other courses approved by DESE and DCTE for weighted credit that were taken for weighted credit at the student's previous school(s) according to the preceding scale.

Date Adopted: April 26, 2010
Last Revised: June 23, 2025

5.22—CONCURRENT CREDIT

A ninth (9^{th}) through twelfth (12^{th}) grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education (DESE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course,** the concurrent credit shall be applied toward the student's graduation requirements as an elective.

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

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

The student;

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

The District; and

The publicly supported community college, technical college, four-year college or university, or private institution of higher education the student attends to take the concurrent credit course.

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

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

A student 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.

Date Adopted: July 7, 2020

Last Revised: June 23, 2025

5.25—MARKETING OF PERSONAL INFORMATION

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

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

1. The first and last name of a student or a student's parent, legal guardian, person having lawful control of the student or person standing in loco parentis;
2. a home or other physical address (including street name and the name of the city or town),
3. telephone number, and
4. social security identification number.

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

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

Date Adopted: April 10, 2017
Last Revised: July 23, 2024

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, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate);

  * The District shall document its efforts to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to schedule a meeting or a phone call for a placement meeting at the convenience of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis, 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 (2) 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, ~~or~~ 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 Division of Elementary and Secondary Education (DESE) Rules.

Date Adopted: April 28, 2014
Last Revised: June 20, 2022

5.26.1—ALTERNATIVE LEARNING ENVIRONMENT PROGRAM EVALUATION

The District's Alternative Learning Environment (ALE) program shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that:

- Is conducive to learning
- Eliminates traditional barriers to learning; and
- Is in 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 strategic plan in addressing identified achievement gaps and student performance deficiencies.

Date Adopted: April 10, 2017
Last Revised: June 23, 2025

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 the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

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 strategic plan in addressing identified achievement gaps and student performance deficiencies.

Date Adopted: April 28, 2014
Last Revised: June 23, 2025

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 include the use of the District's ESA funds in the District's Strategic Plan.

Date Adopted: April 28, 2014
Last Revised: June 23, 2025

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, 10, and 11 of the Centers For Disease Control' (CDC) School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in the 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 SDSP.

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 ~~A~~DESE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols. To promote nutrition, physical activity, and other school based activities that will improve student wellness, the District, working with the 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.

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 SDSP;
- That a printed copy of the policy may be picked up at the District's central office; and
- The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts

Assessment of District's Wellness Policy

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

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

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

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

District Website

The District will place on its website:

- The name, District phone number, and District email address for the District Level School Health Coordinator;
- The names, district phone numbers, and district email addresses for the School Level School Health Coordinators;
- The names of the members of the 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.

Date Adopted: April 10, 2017
Last Revised: June 23, 2025

BOARD POLICIES

SECTION 6

COMMUNITY RELATIONS

6.1—COMMUNICATION GOALS

The single most significant factor in student achievement is the teacher. The teacher's effectiveness is greatly enhanced when supported by the school community as a whole, the student's home, and the community at large. The Arkansas General Assembly and the Division of Elementary and Secondary Education have demonstrated their understanding of the importance of involving such groups by repeatedly mandating their inclusion in the educational system and process. Communication with staff, parents, grandparents, legal guardians, business, and community members is fundamental to increasing their concern for, and involvement in, raising student achievement.

Communication should be two-way between the District and the public. The communications program shall strive to:

1. Increase mutual understanding, trust, and support between the District and parents, business, and the community as a whole;
2. Keep District staff regularly informed of upcoming District programs and events as well as noteworthy staff and student accomplishments to enable all the staff to help promote positive public relations;
3. Create and disseminate brochures, flyers, and fact sheets that will help parents and community members better understand school policies and procedures and acquaint them with areas where their volunteer services are most needed;
4. Inform legislators of the accomplishments of the District's students and staff, as well as how proposed legislation could affect the district;
5. Maintain good relations with the news media and provide the media with pertinent news releases; and
6. Increase the participation of parents, grandparents, legal guardians, business, and community members in school activities and programs.

The Board will appoint committees, when appropriate, to help the District examine issues facing it. Such committees may include members of the public, students, parents, and school employees, as well as members of the Board. Members may serve until the committee makes its non-binding recommendations to the Board.

Any committee, which includes among its members a member of the School Board, shall operate according to the requirements of the Arkansas Freedom of Information Act.

The District's Board of Directors shall hold a meeting 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.

Date Adopted: April 10, 2017
Last Revised: March 31, 2025

6.2—RELATIONS WITH SCHOOL SUPPORT ORGANIZATIONS

The Board recognizes and values the many contributions support organizations make to the District's schools. Parent/teacher organizations and booster clubs work to augment and strengthen the District's educational and extracurricular objectives through the goods and services they provide.

Groups wishing to be recognized as a support organization must have open membership and have their by-laws approved by the school principal, the Superintendent, and the Board. School personnel shall assist approved booster organizations in their efforts to the extent practicable. Meetings of such organizations, cleared through the principal, shall not be subject to school use fees. School staff members are encouraged to attend and participate.

Fund-raising activities are to be approved in advance by the principal or his/her designee. Prior to the donation of equipment and/or supplies to the school, the organization should seek the advice of the principal to help ensure the compatibility of the donation with present school equipment. All equipment donated to the District becomes the property of the District.

Date Adopted: April 10, 2017
Last Revised:

6.3—PUBLIC GIFTS AND DONATIONS TO THE SCHOOLS

The District and the Board of Education may receive monetary gifts or donations of goods or services that serve to improve or enhance the goals of the District. Any gifts to the District become the property of the District and are subject to the same regulations as any other District owned property.

It is a breach of ethical standards and a violation of Arkansas law for any Board member, administrator, or District employee to receive a gift of any kind in return for employment with the District,-or to influence the award of any contract or transaction with the District. All personnel shall examine the "reasonableness" of any gift or donation against its potential for real or perceived violation of the aforementioned ethical standards before accepting any gift or donation in the name of a school or the District.

The Board reserves the right to not accept any gift or donation that would not contribute to the attainment of District goals or that would obligate the District to unacceptable outlays of District resources. The administration shall present for Board consideration and approval any gifts or donations the administration deems could so obligate the District.

The Board will strive to honor the donor's intent regarding gifts earmarked for a specific purpose; however, laws and District's needs change with time and the District reserves the right to adjust the use of any gift to meet current needs of the educational program.

The Board authorizes the superintendent, or the superintendent's designee, to act as the District's official representative for all school-affiliated online fund raisers.

Date Adopted: June 26, 2017
Last Revised:

6.4m—VOLUNTEERS

Enlisting the support of volunteers is a way the District can expand the scope of resources and knowledge available to enrich the students' educational experiences, while strengthening the relationship between the school and the community. Volunteers can also perform non-instructional tasks that allow licensed personnel more time to devote to instruction.

The Superintendent shall be responsible for establishing and maintaining a program to coordinate the services volunteers are willing and able to contribute with the needs of District personnel. The program shall establish guidelines to ensure volunteers are aware of pertinent District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules, may be asked to leave the school campus. The guidelines should also include provision for evaluation of the volunteer program and a method for soliciting suggestions from both the volunteers and staff for its improvement.

All volunteers who intend to act as head coaches or assistant coaches must:

1. Be at least twenty-two (22) years of age; and
2. Meet the requirements adopted by the Arkansas Activities Association (AAA) to volunteer for any athletics program for grades seven (7) through twelve (12

A member of the board of directors of the District or the spouse of a member of the board of directors of the District may not be a registered volunteer for the District unless a majority of the disinterested members of the Board of Directors approves a resolution for the board member or board member's spouse to be a registered volunteer. The resolution approving the board member or board member's spouse to be a registered volunteer shall be effective for only one (1) school year.

A volunteer may act as a head coach in all varsity junior and senior high sports administered by the AAA except in the following sports:

- Football;
- Basketball; and
- Track and field.

Background Checks for Volunteers

For the purposes of this policy, "clear background check"

- A background check was performed on the potential school volunteer in accordance with A.C.A. §§ 12-12-1601 et seq.;
- The potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. §§ 6-17-410, 6-17-411 or 6-17-414 according to both the National and Arkansas background checks;
- The potential school volunteer's name was not found on the Child Abuse Central Registry; and
- The Arkansas Educator Licensure System does not indicate the potential volunteer to:
  - Have a currently suspended or revoked educator's license; or
  - Be the recipient of a current Level 3 or Level 4 public notification of ethics violation.

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once received, a clear background check is good for five (5) years; a background check renewal must be applied for and a clear background check received prior to the time of renewal or an interruption of permitted volunteer service could occur. A clear background check will be accepted of any individual wishing to volunteer provided it was conducted within the timeframe provided for in this policy.

(OB) The Application for an initial background check may be made through the District administrative office. The District will incur the fee charged by the State of Arkansas for performing the initial check and any renewal checks.

A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of his or her entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration: the circumstance or circumstances surrounding the act or omission that lead to the conviction, Child Abuse Registry true finding, or the receipt of the Level 3 or Level 4 Public Notification of Ethics Violation; the age of the person at the time of the act or omission,; the length of time that has passed without reoffending,; and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may adopt a resolution by majority vote providing an exception to this policy's requirement for a time period not to exceed five (5) years. The board must consider this matter in open session, and may not confer or deliberate in closed or executive session.

The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender or whose educator license has been revoked or is currently suspended.

Clear background checks for school volunteers are required for those individuals who are required to be or who seek to become Registered Volunteers, as defined in A.C.A. § 6-22-102 et seq. The district may require some other volunteers to get background checks.

No information relating to the application for or receipt of a criminal background check, including that a background check has or has not been applied for, shall be subject to disclosure under the Arkansas Freedom of Information Act, as provided by A.C.A. §§ 12-12-1601 et seq. Requests for background checks and reports on background checks obtained under this policy shall be retained by the district for a minimum of three (3) years.

The District shall maintain the following information on volunteers:

a. The total number, location, and duties of all volunteers;
b. The total number of annual hours of service provided by volunteers; and
c. Any reimbursements made to volunteers for expenses, transportation, or other costs incurred in connection with volunteer services.

The superintendent or a third-party vendor shall report to the state board the name of any person working as a registered volunteer in an athletic coaching capacity who:

- Has pleaded guilty or nolo contendere to or has been found guilty of any felony or misdemeanor listed in A.C.A. § 6-17-410(b);
- Has been arrested or charged with any felony or misdemeanor listed in A.C.A. § 6-17-410(b);
- Has intentionally compromised the validity or security of any student test or testing program administered or required by the Division of Elementary and Secondary Education (DESE);
- Has knowingly submitted falsified information or failed to submit information requested or required by law to DESE, the State Board, or Arkansas Legislative Audit; or
- Has a true report in the Child Maltreatment Central Registry.

Volunteers will be made aware that the Arkansas Department of Human Services (DHS) considers volunteers for school districts to be mandated reporters of child maltreatment and will receive training on the responsibilities of a mandated reporter.

Registered volunteers who will be working with students in an athletic coaching capacity or are in the process of obtaining a coaching certificate through the Arkansas Activities Association shall be informed that they are bound by the Code of Ethics for Arkansas Educators and shall receive training on the Code of Ethics.

Date Adopted: July 15, 2013
Last Revised: June 29, 2023

6.6m—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. 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.

Date Adopted: April 27, 2015
Last Revised:

6.7—COMPLAINTS

It is a goal of the Board and the District to be responsive to the community it serves and to continuously improve the educational program offered in its schools. The Board or the District welcomes constructive criticism when it is offered with the intent of improving the quality of the system's educational program or the delivery of the District's services.

The Board formulates and adopts policies to achieve the District's vision and elects a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent, who is responsible for the effective administration and supervision of the District. Individuals with complaints concerning personnel, curriculum, discipline (including specific discipline policies), coaching, or the day to day management of the schools need to address those complaints according to the following sequence:

1. Teacher, coach, or other staff member against whom the complaint is directed
2. Principal
3. Superintendent

Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in Board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above.

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as a finder of fact, not unlike a jury, in matters such as student suspensions initiated by the Superintendent, expulsions, and personnel discipline. For this reason, the board may not be involved or informed prior to a board hearing on particular disciplinary matters.

Complaints that are related to district use or administration of federal funds generated through specific programs identified by the Division of Elementary and Secondary Education (DESE) and authorized in the Elementary and Secondary Education Act may be taken directly from a patron or by referral from DESE. If taken directly from a patron, the complaint may be submitted by either a signed statement or by a certified, recorded deposition or statement in which the complainant is identified. The complaints shall be addressed in the following manner:

1. The complaint shall be referred to the federal programs director, who shall assemble a team of at least two (2) people to investigate the complaint.
2. Throughout the investigation, sufficient notes and records will be taken and maintained to substantiate the position of the findings of the investigation.
3. The team will interview the complainant and others as necessary to enable the team to make a determination of the validity of the complaint. The team may consult with individuals with knowledge or expertise in the matter which is the subject of the complaint, including legal counsel.
4. The investigation of complaints referred by the DESE shall be completed within thirty (30) calendar days of receipt of the complaint, unless a longer time period has been approved by the DESE.
5. The investigation of complaints made directly to the district shall be completed within forty (40) calendar days unless there are extenuating circumstances; in such a case, a preliminary report shall be made within forty (40) calendar days of receipt of the complaint, which shall include an explanation of the unusual circumstances requiring additional time to complete the investigation.
6. The report of the conclusions of the investigation shall be given to the complainant. It shall contain:
   a. A summary of the allegations of the complaint;
   b. A summary of the investigative actions taken by the team;
   c. A summary of the findings concerning each alleged violation or implied violation; and

d. A statement of corrective actions needed to resolve the issues involved in each allegation and finding of the complaint.

Date Adopted: June 29, 2009
Last Revised: June 24, 2019

6.8—DISTRIBUTION OF PRINTED MATERIALS

The District shall devise and maintain a system for distributing District communications and other printed materials between the Administration and the schools. Use of the system by employees or employee organizations shall be with prior approval of the Superintendent or his/her designee.

Distribution of printed materials, flyers, photographs, or other visual or auditory materials not originating within District schools to students or staff shall have prior approval of the Superintendent or his/her designee.

Date Adopted: April 10, 2017
Last Revised:

6.9—MEDIA RELATIONS AND NEWS RELEASES

It is important that the District maintain good relations with the media. The Superintendent or his/her designee shall devise and implement a plan for the release of pertinent information to the media regarding educational programs, awards, or other student and staff achievements, and special events. The plan shall not require schools to clear the release of public service announcements through the District Administration prior to their release, but may require schools to obtain the approval of the Superintendent prior to the release of any statistical type data.

The District shall attempt, within reason, to accommodate media requests for interviews and shall endeavor to be fair and impartial in its treatment of media representatives.

The release of information to the media shall be done in a timely manner, either by written releases or by telephone interviews, to keep patrons abreast of newsworthy District achievements and shall strive to be factual and objective with personal opinions duly noted.

The Board encourages students and staff to participate in academic competitions and programs. Awards earned in such endeavors shall be communicated to the media. Award recipients may also be recognized at Board meetings.

Date Adopted: April 10, 2017
Last Revised:

6.10—SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)

The Gosnell School District shall work with area law enforcement in a manner consistent with applicable state law and Division of Elementary and Secondary Education Rules to communicate the presence of a sexual offender. When necessary, law enforcement may contact building principals to provide information concerning registered sex offenders. The decision regarding the school principals to be notified rests solely with law enforcement officials; law enforcement officials use a rating system to determine who needs to be notified, which is according to the sex offender's dangerousness to the community.

In turn, building principals should notify any employee who is regularly in a position to observe unauthorized persons on or near the school's property in the ordinary course of their employment. Employees notified could include any of the following: aides, bus drivers, coaches, maintenance staff, professional support staff, school level administrative staff, security personnel, teachers' assistants, and teachers.

It is important that school personnel who receive sex offender notifications understand that they are receiving the sex offender notifications in their official capacity and are **not** to disseminate information about an offender to anyone outside the school. If school personnel are asked about notification information by an organization using school facilities, the organization should be referred to the area law enforcement agency that issued the notice.

Persons **not** to be notified, except at the specific discretion of area law enforcement officials, include: members of parent-teacher organizations, other schools, organizations using school facilities, students, parents or guardians of students, and the press. District personnel may inform the press about procedures that have been put in place and other general topics, but may not reveal the name or any other specifics regarding an offender.

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, guardian, great-grandparent, or is related by blood or marriage within the second (2nd) degree of consanguinity 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.

Copies of the notification from law enforcement should be kept in a secure place accessible to teachers and staff, but should not be posted on school bulletin boards or made available to students or members of the community at large.

Date Adopted: June 25, 2007
Last Revised: June 24, 2019

6.11—PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - DISTRICT

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

Involve parents, families, and the community in the development of the long range planning of the district;

Give the schools in the district the support necessary to enable them to plan and implement effective parent, family, and community engagement activities;

Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;

Explain to parents, families, and the community the State's academic and achievement standards,;-State and local student assessments; how the district's curriculum is aligned with the state's academic standards and assessments; and how parents, families, and the community can work with the district to improve students' academic achievement;

Provide parents and families with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parent and family engagement and provide literacy and technology training to parents.

Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;

Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;

Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;

Find and modify other successful parent, family, and community engagement programs to suit the needs of our district;

Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;

Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To ensure the continued improvement of the district's parent, family, and community engagement program, the district will conduct an annual review of its parent, family, and community engagement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

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

Date Adopted: May 23, 2013
Last Revised: July 30, 2018

6.12—PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - SCHOOL

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

Involve parents, families, and the community in the development and improvement of Title I programs for the school;

Have a coordinated engagement program where the engagement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;

Explain to parents, families, and the community the State's academic and achievement standards; State and local student assessments; and how the school's curriculum is aligned with the state's academic standards and assessments; and how parents, families, and the community can work with the school to improve students' academic achievement;

Provide parents and families with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parent and family engagement and provide literacy and technology training to parents.

Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;

Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;

Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;

Find and modify other successful parent, family, and community engagement programs to suit the needs of our school;

Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;

Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To help promote an understanding of each party's role in improving student learning, Gosnell School shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

Gosnell School shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents and families of participating students, to inform parents and families of the school's participation in Title I, its requirements regarding parent, family, and community engagement, and the parents right to be involved in the education of their child.

Gosnell School shall, at least annually, involve parents, families, and the community in reviewing the school's Title I program and parent, family, and community engagement policy in order to help ensure their continued improvement.

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

Date Adopted: May 23, 2013
Last Revised: July 30, 2018

GOSNELL SCHOOL-PARENT COMPACT

Gosnell School, the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), and participating students, agree that this compact outlines how the parents, the school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

Gosnell Public School Responsibility

Gosnell Public School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The school will provide a research based, data driven, high quality curriculum and instruction and do so in a supportive and effective learning environment. This will be achieved by hiring highly qualified staff and using current methods of proven effective instructional strategies. We will utilize frequent assessments (MAP Tests, Star Math, Star Reading, etc.) that will provide data that will direct our instruction in the classrooms. Students who are not meeting proficiency levels will have access to after school tutoring services, remediation, labs, and other services to reach the high academic standards.
2. Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held on the dates shown in the school calendar on page 1 of this handbook.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards will be sent home at the conclusion of each quarter. At the conclusion of the 1st and 3rd quarters, the parents will pick up the report cards during the parent-teacher conferences. At the conclusion of the 2nd and 4th quarters the report cards will be sent home by student or by mail. Progress Reports will be sent home four times per year during the mid-point of each quarter. Parents can access their child's records on a daily basis by obtaining and setting up a home access (HAC) account with the school. Training for HAC can be obtained through the Parent Center. Teachers will also send home communication folders on a regular basis.
4. Provide parents reasonable access to staff. Specifically the staff will be available for consultation with parents as follows: The Gosnell Public School Staff will be available to parents through various means of communication such as phone, email, on face- to-face visits. Parents can schedule face-to-face conferences by contacting the school and scheduling a conference before or after school or during the teachers' conference period.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Parent involvement surveys will be distributed at the beginning of the school year. The parent involvement coordinator will use the surveys to make a list of parents whom would like to volunteer at the school. Parents who wish to volunteer will receive training from the administrators and/or other qualified Gosnell School staff. Teachers will receive the lists of active volunteers. In addition to the surveys, the school will invite parents to participate for specific events such as: (classroom parties, Literacy nights, Education week, academic awards, con- certs, art shows, and athletic events, etc.). Parents are always appreciated and encouraged to be involved in their child's school life.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance.
2. Making sure that homework is completed and turned in on time.
3. Monitoring the amount of television and video games their children watch or participate in.
4. Volunteering in my child's classroom.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Committee, the State's Committee of Practitioners, the School Support Team, or other school advisory or policy groups.
9. Supporting child's learning and participating as appropriate in decisions relating to the education of their children and positive extracurricular time.

Students Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time.
3. Give to my parent(s) or guardian(s) all notices and information received by me from my school every day.

School _____ Parent/Guardian _____Student _____

Date _____ Date _____ Date _____

Gosnell School District

Student Handbook

Adopted June 13, 2024

School Board President Signature: _____