GREENE COUNTY TECH

Parent/Student Handbook 2024-2025

Welcome to the Greene County Tech School District!

The Greene County Tech School District faculty and staff extend a sincere welcome as you are a valuable part of the school district. The Greene County Tech School District is committed to providing a quality education to every student, as the goal includes following the district's motto of, "Investing in the Future…One Student at a Time".

Please join in to be involved in the district as supporting the education of every child is very important to their maximum potential growth. Educating students is a collaborative effort between school, home, and community partnerships. We have wonderful events that occur daily in the GCT School District and we hope you will be amazed and inspired by the wonderful students, teachers, staff, and administrators.

The Parent/Student Handbook is a critical link of communication between all of those invested in providing the best education to students. The handbook can be accessed on line or a printed (hard copy) can be requested. It proves impossible to list all of the rules and guidelines on paper for students and staff, but the contents of the handbook will serve as a valuable guide to define rules, and regulations required on the federal, state, and local level. We ask that you review the contents of the handbook carefully and return the required signature pages that follow. If you have any questions, please feel free to contact the principal's office of the building in which your child is enrolled.

The Greene County Tech School District is proud to serve the students and will provide the best education to every child on a daily basis.

IF ANY CONTACT INFORMATION (PHONE NUMBERS, ADDRESS, OR PLACE OF EMPLOYMENT) CHANGES THROUGHOUT THE SCHOOL YEAR, PLEASE PROVIDE YOUR CHILD'S SCHOOL WITH THE NECESSARY INFORMATION TO MAKE CHANGES.

IN ACCORDANCE WITH ARKANSAS STATUTE, ANY PERSON WHO KNOWINGLY GIVES A FALSE RESIDENTIAL ADDRESS FOR PURPOSES OF PUBLIC SCHOOL ENROLLMENT IS GUILTY OF A MISDEMEANOR AND SUBJECT TO A FINE NOT TO EXCEED ONE THOUSAND DOLLARS $1,000 (A.C.A. 6-18-202). THE GREENE COUNTY TECH SCHOOL DISTRICT WILL CONSIDER THE PROSECUTION OF THOSE WHO PRESENT FRAUDULENT ADDRESSES.

Greene County Tech School District Contact Information

GCT Eagle Academy (7-12)
5201 W. Kingshighway Paragould, AR 72450
870-215-4400 ext. 1401 (Phone) • 870-239-2148 (Fax)

GCT Early Childhood Education
1300 S. Rockingchair Road, Paragould, AR 72450
870-215-4470(Phone) • 870-215-5231 (Fax)

GCT Primary School (K-1)
1300 S. Rockingchair Road, Paragould, AR 72450
870-215-4420 (Phone) • 870-239-0680 (Fax)

GCT Elementary School (2-3)
5203 W. Kingshighway Paragould, AR 72450
870-215-4430 (Phone) • 833-997-2301 (Fax)

GCT Intermediate School (4-5)
5205 W. Kingshighway, Paragould, AR 72450
870-215-4440 (Phone) • 870-239-6974 (Fax)

GCT Middle School (6-7)
5207 W. Kingshighway, Paragould, AR 72450
870-215-4480 (Phone) • 870-236-8087 (Fax)

GCT Jr. High School (8-9)
5201 W. Kingshighway, Paragould, AR 72450
870-215-4450 (Phone) • 870-239-2148 (Fax)

GCT High School (10-12)
4601 Linwood Dr, Paragould, AR 72450
870-215-4460 (Phone) • 870-239-6976 (Fax)

GCT Transportation/Buses
870-239-3281 (Phone) • 870-215-4415 (Phone)

GCT Central Office
5413 West Kingshighway, Paragould, AR 72450
870-236-2762 (Phone) • 870-236-7333 (Fax)

GCT Child Nutrition
870-215-4417 (Phone)

GCT Special Programs
870-215-4410 (Phone)

Greene County Tech School District

5413 West Kingshighway
Paragould, AR 72450
870-236-2762
Handbook of Policies
For Student Conduct, Discipline and Parental Information

Board of Education 2024-2025
Jason Weatherford - President
Andrea Williams - Vice-President
Brad Rogers - Secretary
Terry Norwood
Craig Morton
Zack McMillon
Tim Roswell

District Administration 2024-2025

Scott Gerrish, Superintendent
Chad Jordan, Assistant Superintendent of Non-Instructional Programs
Kodie Potter, Assistant Superintendent of Instructional Programs
Caroline Schenk, District Administrator of Instructional Programs
Tammy Birmingham, Special Programs/Federal Programs Director
Tony Boyd, Jr. High Athletic Director
Aaron Thornton, Sr. High Athletic Director
Kem Drake, GT Programs Coordinator
James Brittingham, AP Programs Coordinator

2024-2025 GCT School District Calendar

August	**6-8**	Teacher Workdays #1-#4
	14	First Day of School for Students
September	**2**	Labor Day Holiday-No School
October	**11**	End of 1st Nine weeks (42 days, 267.4 hours)
	17	Parent Teacher Conferences (All Buildings) 4:00-8:00 P.M. (Report Cards Issued)
	18, 21	Holiday
November	**20-24**	Thanksgiving Holidays
December	**20**	End of 2nd Nine Weeks (43 Days 273.76 hrs) & End of (1st) First Semester 85 days 541.16 hrs
	23-31-Jan 1-3	Christmas/New Year's Holidays (Students)
January	**4**	Students Return from Christmas Break **Beginning of 2nd Semester**
	20	Flex Day
February	**13**	Parent Teacher Conferences (All buildings) 4:00-8:00 P.M.
	14	Holiday
	17	Flex Day
March	**7**	End of 3rd Nine Weeks (42 days 267.4 hrs)
	21	Flex Day
	18-22	Spring Break
April	**18**	Flex Day
May	**16**	End of 4th Nine Weeks (43 days 273.76 hrs)
	16	Graduation
	19-23	Make up days for inclement weather
	26	Holiday

*Act 1469 of 2009 requires 5 flex/inclement weather days to be added in to the district's calendar, and the end of school will be determined by number of days missed.

STATE TESTING CALENDAR To be announced by the State Department - Information will be provided to parents by each building when the information is received by the District from the State.

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GREENE COUNTY TECH SCHOOL DISTRICT
PARENT/STUDENT STATEMENT OF RESPONSIBILITY
2024-2025

The Greene County Tech School District has made available the Parent/Student Handbook online for viewing and downloading. The handbook is available at the district's website at http://www.gctsd.k12.ar.us. Once on the district's website, click on the resources tab on the top and then click the building of the handbook needed to download or view.

We acknowledge that information has been provided that the Greene County Tech School District Parent/Student Handbook is located online and available for viewing and downloading. I have also been informed of the right to request a printed (hard copy) of the parent/student handbook for the 2024-2025 school year.

We agree that the student will adhere to the rules and regulations of the student handbook while in attendance at school on the bus, at the bus stop, and in attendance at school sponsored activities. In the event that we are not entirely certain of some aspect of school policy, we will contact the principal for clarification within one (1) week after receipt of the policies.

The statement below must be signed and returned to the homeroom teacher within one (1) week after the student receives the form. By signing the statement you are agreeing that the information has been provided concerning accessing the Parent/Student Handbook from the school he/she attends. If after one (1) week the student fails to return the form, they will not be permitted to attend class until the form is returned.

CORPORAL PUNISHMENT POLICY

Corporal punishment is administered to students only after other negative consequences have been attempted. The following procedures will be followed when corporal punishment is administered. The Board directs corporal punishment may be used as a student disciplinary measure by certified personnel when it deems necessary and administered as follows:

1. The student must have had prior warning that a continuation or repetition of misconduct would result in corporal punishment.
2. The employee wishing to administer corporal punishment must have verified that the parents/guardians have not filed a written request with the principal requesting that their children not receive corporal punishment. In the event that such a request has been filed, an alternate disciplinary action will be taken. The alternative may be suspension from school.
3. Certified staff members must have an administrator witness and hear the nature of the offense in the presence of the student, and the student given opportunity to explain the reason for his/her actions or to deny the charges.
4. Student refusal to accept corporal punishment may result in suspension.
5. Inflicting unusual or cruel punishment, striking any part of the head of the student, administering the punishment in a spirit of anger or malice, administering the punishment in the presence of other students and the punishment to a student dressed in other than regular school clothes are forbidden.
6. A written report giving reason for the punishment given by the employee administering the punishment and by the witness will be filed in the principal's office immediately following the punishment.
7. The parent/guardian, upon request, will be provided a written explanation by the employee administering the punishment of the reason for punishment and name of the witness.
8. Parent or guardians who choose corporal punishment not be administered to their child(ren) must deliver personally their written request to the principal of the school. In those cases, an alternative disciplinary action, which may include suspension, will be taken.
9. Students shall not receive an excessive amount of corporal punishment during a school year. After it has been determined that corporal punishment is not a deterrent, the student will be placed in I.S.S. Legal Reference: A.C.A. § 6-18-505 (c) (1)

If you refuse to allow your child to receive corporal punishment as a form of discipline, your signature is also required for records. In case of disciplinary measures regarding your child, the school will notify you at work or home and your child could be suspended until a conference can be held concerning the problem behavior.

STUDENT ELECTRONIC CHECKOUT DEVICE AND INTERNET USE AGREEMENT 2024-2025

The Greene County Tech School District agrees to allow the Student listed above ("Student") to use the District's technology to access the Internet under these terms and conditions. These terms and conditions apply when the access is through a District or student-owned electronic device. For purposes of this Agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data.

Internet access is coordinated through a content filtering system and a complex association of government agencies, region, and state of Arkansas networks. In addition, the smooth operation of the network relies on the proper conduct of the end-users, who must adhere to strict guidelines. These guidelines are stated below so that you are aware of each Student's responsibilities. In general, this requires efficient, ethical, and legal use of the network resources. If these provisions are violated, then a student's e-mail and student access account will be terminated, and future access can be denied.

Students and parents/guardians understand that the Greene County Tech School District DOES NOT have control over information found on the Internet. While GCT makes every attempt to block access from inappropriate material and monitor computer activities, the Student is ultimately responsible for the usage of any school-owned device. It is the parent/guardian's responsibility to supervise the information that a student is accessing from the Internet while at home.

1. Conditional Privilege: The Student's use of the District's access to the Internet is a privilege conditioned on the Student abiding by this Agreement. No student may access the District's Internet through a District or student-owned electronic device unless the Student and his/her parent or guardian have read and signed this Agreement. If a signed agreement is not on file, students will be granted limited internet access for state-required online assessments only. The signed Agreement will be effective until September 1 of the following year and should be reviewed before that deadline. Internet access will be revoked if a current agreement is not on file.

2. Acceptable Use: The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, Student agrees to obey all federal laws and regulations and any State laws, rules, and regulations. Student also agrees to abide by any Internet use rules instituted at Student's school or class, whether those rules are written or oral.

3. Penalties for Improper Use: If Student violates this Agreement and misuses the Internet, 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."

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 that are "harmful to minors" as defined by Arkansas law;
c. using the Internet for any illegal activity, including computer hacking and copyright or intel lectual 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 on the Internet or in an e-mail unless it is a necessary and integral part of the Student's academic endeavor. Personally identifying information includes full name, address, and phone number.
q. using the network for financial or commercial gain without district permission;
r. theft or vandalism of data, equipment, or intellectual property;
s. attempting to gain access or gaining access to student records, grades, or files;
t. introducing a virus to, or otherwise improperly tampering with the system;
u. degrading or disrupting equipment or system performance;
v. creating a web page or associating a web page with the school or school district without proper authorization;
w. providing access to the District's Internet Access to unauthorized individuals;
x. failing to obey school or classroom Internet use rules; or
y. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the District or any of its schools.
z. Installing or downloading software on district computers without prior approval of the technol ogy director or his/her designee.
aa. Unauthorized connection of privately owned computers or electronic devices to the District network.

Network Etiquette: Students are expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

- Be polite. Do not get abusive in your messages to others
- Use appropriate language. Do not swear or use vulgarities or any other inappropriate language
- Illegal activities are strictly forbidden.
- Be cautious when sharing your personal address or phone number, or those of students or col leagues in and outside the District network
- Note that e-mail is not guaranteed to be private. The District Technology Staff has access to all mail and messages relating to or in support of illegal activities and may be reported to the proper authorities.
- Do not use the network in such a way that disruption would occur to other users on a network
- All communication and information accessible via the network should be assumed to be private property of the District.
- Use the Internet for only educational purposes.
- Do not intentionally access or maintain access to materials that are "harmful to minors" as defined by Arkansas law.
- Do not use the Internet for any illegal activity, including computer hacking and copyright or intellectual proper law violations.
- Making unauthorized copies of computer software is forbidden.
- Access to off-campus e-mail accounts, "Chat rooms, discussion forums, etc., is NOT allowed unless authorized by the instructor for a class activity and directly supervised by a staff member.
- Transmitting or producing content or messages with abusive or profane language or content of messages with the intent to harass, insult, or verbally attack others is considered cyberbullying and will NOT be tolerated.
- Do not print or post anonymous messages. District Technology Staff will be able to track these on the District Network.
- Unauthorized use of encryption software is forbidden.
- Unauthorized downloading or streaming of video files, audio files, games, programs, and soft ware is prohibited.
- Do not vandalize or tamper with data of another user.

- Gaining or attempting to gain unauthorized access to resources or files is forbidden.
- Do not identify with another person's name or password, use an account or password of other users, allow another person access through the use of your or other Student's username and password.
- Do not divulge personally identifying information about yourself or other individuals either on the Internet or in an e-mail.
- Unauthorized use of the District's computers for financial or commercial gain is forbidden.
- Do not tamper with the district network or intentionally introduce viruses.
- Do not create a web page or associate a web page with the school or school district without proper Authorization.
- Do not degrade or disrupt equipment or network performance.
- Do not provide access to the District's computers or Internet access to unauthorized individuals.
- Parents/guardians should supervise Student's use of devices.
- Students should not use the webcam features to take photos or videos or use the microphone features to record another student or teacher unless for academic purposes, and only with the other person and teacher's consent.
- Do not place stickers or anything with adhesives, writing or drawing on, engraving, or otherwise defacing the laptop or case are not allowed and will result in loss of privileges and disciplinary action.

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

Estimated Repair Costs: The Greene County Tech School District realizes that some issues related to laptop/iPad devices may not have a monetary value, and some issues could be repaired by District Technology Staff, however, lost or stolen devices or vandalism could result in the following charges:
• Laptop Replacement - $400.00
• iPad Replacement - $200.00
• Power Adapter, or chargers 65 watt - $25.00 (lost or broken)

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, District-owned device, or District account, then 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, school administrators, and or law enforcement.

7. No Guarantees: The District will make good-faith efforts to protect children from improper or harmful material 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. The Neighborhood Children's Internet Protection Act (PL 106-554, 47 USC 254 (h) (l)) requires districts to hold at least one public hearing on its proposed Internet safety policy.

Laptop/iPad Policies and Procedures
This Agreement represents an outline of the Laptop Policies and Procedures for checking out to use these devices off-site for instruction. By signing this Agreement, students and parents/guardians agree to follow the policies and procedures prior to signing this Agreement. Access to the Greene County Tech School District computers and systems is a privilege, not a right. Violating the regulations may be cause to deny a student access to the Greene County Tech School District computers and systems or may result in more serious disciplinary action(s) and financial obligations.

General Care of Laptop/iPad

- Treat laptops/iPad with care and respect. The laptop and case are the property of the Greene County Tech School District and should be kept clean and free of marks at all times.
- Treat the laptop/iPad with care by not dropping it, getting it wet, leaving it outdoors, leaving it near pets, or using it with food or drink nearby.
- Turn in damaged laptop/iPad to the Technology Department for repair or replacement. Parents/ guardians and students are not authorized to attempt repairs themselves or contract with any other individual or business for the repair of the device.
- Keep the laptop/iPad closed when transporting.
- Do not lift the laptop/iPad by the screen/lid.
- Make sure there is nothing on the keyboard before closing the lid (Ex. Pens, pencils, head phones).
- Do not leave the laptop/iPad in an unsecured area.
- Do not leave the laptop/iPad to anyone.
- Protect the laptop/iPad by unplugging the power supply and other peripherals when transporting device.
- Use laptop/iPad on a flat, stable surface such as a table as they could break if dropped.
- Protect the laptop/iPad from extreme heat or cold.
- Do not put objectives on top of laptop/iPad such as books, musical instruments, sports equip ment, etc.
- Use care when plugging in power cords or headphones.
- Turn off laptop before placing in carrying case. Devices should be turned off or in “sleep mode.”
- Laptop/iPad should not be stored under soft items such as pillows, chairs, sofa cushions, or blankets. This could cause the device to overheat and could result in damage to the device.
- Do not tamper or remove the inventory device barcode sticker. Students will face disciplinary action for tampering with or removing bar code stickers.

Students who withdraw from school will be required to turn in laptop/iPad devices before withdrawing. Students who check out district devices will be required to turn them in at the end of the school year at the assigned times to be determined for routine maintenance and imaging for the upcoming school year. If there is a unique problem with a device, you agree to fill out a repair request form and include it in the bag with the device with notations on specific problems noted. This will help District Technology Staff to repair devices quickly and more efficiently.

GREENE COUNTY TECH
ELECTRONIC DEVICE INSURANCE 2024-2025

Parents/Students have the option to purchase device insurance for the amount of $20.00 which will cover repairs and replacement of one device (Laptops, iPads, or chargers). This fee will cover the current school year ONLY. The student must return this agreement PRIOR to being issued a device and charger. You MUST return the insurance fee with the agreement to purchase the device insurance.

I UNDERSTAND THAT LOST OR STOLEN ITEMS ARE NOT COVERED BY INSURANCE.

ANY DAMAGED ITEM MUST BE RETURNED TO SCHOOL TO BE COVERED BY INSURANCE.

Estimated Repair Costs:

- Laptop replacement - $400.00
- iPad replacement - $200.00
- Power adapter or device charger - $25.00

Additional insurance fee for a second device will be $40.00 and can be purchased if the first device is replaced. The third device insurance fee will be $100.00. After three (3) devices are damaged, students could be denied use of a District device.

*By signing this form, the student and the student's parent/guardian certify that they have carefully read, understand, and accept the terms and conditions of the checkout device agreement (full check out agreement is on a separate document) which will govern the student's possession and use of the device and charger issued to the student by the Greene County Tech School District. The student and the student's parent/guardian also certify that they will comply with these terms at all times.

SCHOOL-PARENT COMPACT 2024-2025

The Greene County Tech School District, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education ACT (ESEA), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's highest standards. This school-parent compact is in effect during the school year.

School Responsibilities

The Greene County Tech School District will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the state's student academic achievement standards by following the school's mission statement.

2) Hold Parent Teacher conferences during which this compact will be discussed as it relates to the individual child's student achievement. These conferences are scheduled for October 19, 2023 from 4:00-8:00 PM and February 15, 2024 from 4:00 – 8:00 PM

3) Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports by sending home student work, report cards and progress reports for parental comment. A midterm interim report of student progress will be provided to parents of all students at the end of the fourth week of each nine week grading period. Quarterly grade reports will be sent home.

4) Provide parents reasonable access to staff. Specifically, staff will be available for consultation by appointment.

5) Provide parents opportunities to volunteer and participate in their child's class and educational activities. The GCT District will send home a parental involvement survey at the beginning of the school year. A volunteer resource book listing the interest, talents, and availability of volunteers for use in promoting and scheduling volunteers will be maintained and utilized.

Parent Responsibilities

As parents/guardians, we will support the educational environment of our child by:

- monitoring attendance
- making sure that homework is completed
- reading to my child (30 minutes a day if possible)
- monitoring the daily amount of television children watch
- volunteering at my child's school
- attending parent/teacher conferences, activities and special events
- participating, as appropriate in decisions relating to my child's education
- promoting positive use of my child's extracurricular time
- encourage my child to follow and obey the school's parent/student handbook
- staying informed about my child's education and communicating with the school promptly reading all written notices, by telephone, mail, and responding as appropriate.

PERMISSION/OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION DIRECTORY/PHOTO/PRESS RELEASE APPROVAL/ DENIAL INFORMATION 2024-2025

The Greene County Tech School District and media personnel are hereby authorized to take and release pictures, slides, videos, and curriculum work of my child to the media for promotional, training or informative purposes such as on posters, in newsletters, on television, yearbook, and district web pages. Photographs, slides, and videos, of my child during field trips, class activities, birthdays, and any other activities are also permitted. If choosing NO for any of the following: 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 Greene County Tech School District of directory information, concerning the student named below. The district is required to continue to honor any signed opt-out form from any student no longer in attendance in 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.

PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEB SITE

I hereby grant permission to the Greene County Tech School District to display the photograph or video clip of me/my student if student is under the age of eighteen (18) on the District's web site, including any page on the site, building facebook pages or in other District publications without further notice. I also grant the Greene County Tech School District the right to edit the photograph or video clip at its discretion.

The student's name may be used in conjunction with the photograph or video clip. It is understood, however, that once the photograph or video clip is displayed on a web site, the District has no control over how the photograph or video clip is used or misused by persons with computers accessing the District's web site.

GCT TRANSPORTATION RULES/CONSENT FORM 2024-2025

(At NO time, should any parent or guardian approach or get on a bus. Contact the Transportation Department at 870-239-3281 to make an appointment to discuss all bus issues).

RULES

1. **Obey instructions of driver at all times.**
2. **Stay in assigned seat facing front of bus at all times.**
3. **Keep hands, feet, and other objects to yourself.**
4. **Noise should be kept at a low classroom voice.**
5. **Be at bus stop at assigned time; students wait on buses , buses do not wait on students.**

CONSEQUENCES (Please refer to individual building section)

"The administration may exercise more extreme action in situations where student misconduct on school district buses negatively impacts the learning environment of the regular school day. For example, just suspending a student from the bus for bullying another student will not protect the victim from being bullied during the regular school day. Therefore, more serious infractions, such as bullying, must be addressed as a violation of school rules and not just a violation of bus rules."

In Accordance with Act 247 of 2005 a person over eighteen (18) is guilty of a class B misdemeanor if the person:

1) **Enters the school bus with the intent to commit a criminal offense**
2) **Enters a school bus and disregards the orders or instructions of the driver**
3) **Enters a school bus and refuses to leave the bus after being ordered to do so by the driver.**
4) **Intentionally causes or attempts to cause a disruption or an annoyance to another person on the bus; or**
5) **Recklessly engages in conduct that creates a substantial risk of creating apprehension in any person on the bus.**

SERIOUS BUS OFFENSE SUBJECT TO SUSPENSION OR EXPULSION AS PER GCT INDIVIDUAL STUDENT HANDBOOK SECTIONS

We have received and reviewed the Greene County Tech School District Transportation Rules and consequences. We agree that the student will adhere to the transportation rules and regulations while riding the school bus. The statement below must be signed and returned to the homeroom teacher within one week after the student receives the form.

Students who ride a regular route may be required to sign an additional rules sheet by the GCT Transportation Department

Overview of Greene County Tech School District

The GCT School District encompasses approximately 350 square miles, which includes the southern half of Greene County, the Beech Grove Community, the Delaplaine Community, as well as portions of the City of Paragould and Craighead County. The area within the city limits of Paragould includes approximately 18 square miles. The main campus of the GCT School District (Elementary to Jr. High School) is located on 60 acres of rolling hills on Crowley's Ridge; the GCT Primary is built on 39 acres off South Rockingchair Road; and GCT High School is located on 91 acres on Highway 49 South. All of the schools are accredited by the Arkansas Department of Education. The Greene County Tech School District is configured: Primary (P-1), Elementary (2-3), Intermediate (4-5), Middle School (6-7), Junior High (8-9), and High School (10-12). The approximate district wide (P-12) enrollment is around 3600 students. The Greene County Tech School District exists for the benefit of the students. The comprehensive curriculum encompasses state standards, enriched learning opportunities, and remediation for students who are struggling academically. The dedicated and award-winning faculty, administration, and staff of the GCT School District are committed in helping all students achieve mastery of essential skills to the maximum potential. The GCT School District is committed to Investing in the future…One Student at a time.

MISSION:

The Greene County Tech School District is dedicated to meeting the needs of students. Researching and implementing the best educational practices will prepare students to excel in current and future endeavors. The Greene County Tech School District is committed to excellence in working with parents, staff, and community members. The Greene County Tech School District pledges to continue on the path of excellence by providing the opportunities and facilities to "Invest in the future…One Student at a Time."

Alma Mater

Hail to Thee, Tech High
Hail to Thee, our School Dear
Thy light shall ever be
A Beacon Bright and Clear
Thy Sons and Daughters True
Will proclaim Thee near, and far,
They will guard Thy Fame,
And adore Thy Name.
Thou shalt be their Guiding Star.

School Colors:

Green and Gold

School Mascot:

Golden Eagle

VISION:

Investing in the future, One Student at a Time….

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 student attending courses in person. Asynchronous digital courses required completion of assignments and login requirements as out lined by each instructor of the digital platform students are enrolling in for instruction. Students will have two zoom meetings that they must attend weekly and each course instructor will provide additional guidelines for attendance requirements for digital learners.

In recognition of the need for students to regularly attend school, the district's policy governing student absences is as follows:

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

Procedures listed below will be followed concerning absences from school in the Greene County Tech School District unless there are extenuating circumstances that warrant other actions.

Each student will be allowed a maximum of six (6) excused absences per semester. The first (6) may be excused parent/professional notes. After six (6) absences, a professional note will be accepted for the following reasons:

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. Professional notes may include:

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; (court)
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FCCLA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization wavier 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.

Students who are assigned in school suspension shall not be counted absent for those days. 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.

Additional excused absences may be granted by the Superintendent and or designee. The number of additional excused absences shall be at the discretion of the Superintendent or the designee.

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

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

b. If the student is attending the District's courses digitally, upload a written statement from the student's parent, legal guardian, or treating physician stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee.

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.

A written statement presented or uploaded for an absence having occurred more than two (2) school days (48 hours) prior to its presentation or upload will not be accepted.

GUIDELINES FOR WRITTEN DOCUMENTATION OF ABSENCES:

1. Must be in written form and delivered to the homeroom teacher/principal's office within 48 hours of the students' return to school (telephone calls regarding absences will not be accepted as documentation).
2. Documentation from a doctor, dentist, psychological counselor, or legal appointment must specify the time of the appointment. If the student is able to return to school on that day, such absences may be considered excused for a partial day but not for an all-day absence.
3. If a chronic illness or situation exists which will require excessive absenteeism, a professional letter with a descriptive explanation will need to be provided at the beginning of each school year.
4. If it is discovered that documentation from a professional has been altered, the day(s) in question will be considered UNEXCUSED and the proper authorities will be notified.
   ANY ABSENCE NOT DESCRIBED ABOVE OR DOES NOT MEET THE FOLLOWING CRITERIA WILL BE DEFINED AS UNEXCUSED.

UNEXCUSED ABSENCES:

Absences that are not defined above or that do not have an accompanying note from the parent or legal guardian, person having lawful control of the student, person standing in loco parentis, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program or have an accompanying note that is not presented or uploaded in the timeline required by this policy, shall be considered as unexcused absences. Students with (13) unexcused absences in a course in a semester shall 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.

Unless there are extenuating circumstances as describe above, the following notifications will be made to parents/legal guardians, persons with lawful control of the student or person standing in loco parentis:

1. Days missed due to expulsion or out-of-school suspension.
2. On the sixth (6th) absence, the principal's office will contact the parent by regular mail.
3. On the ninth (9th) absence, the school's social worker will contact the parent/guardian by telephone or through a home visit regarding excessive absenteeism.
4. On the tenth (10th) absence, a certified letter may be sent by the principal's office and the school's social worker will conference with the student and or parents/guardians.

5. When a student exceeds ten (10) unexcused absences in a semester, the student will be referred to the Building Intervention Committee (SAT TEAM).
6. After the 11th unexcused absence, the school will report excessive absenteeism to the court system through a family in Need of Services (FINS) action in circuit court. This provides the court time to instruct the student not to miss any more days of school.

Absences not defined above or not having an accompanying note from the parent or legal guardian, persons with lawful control of the student or person standing in loco parentis shall be considered as UNEXCUSED ABSENCES. 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. Parents, legal guardians, person with lawful control of the student or person standing in loco parentis will be notified that the students with 13 unexcused absences in a course in a semester shall not receive credit for that course and the student will received an F on his/her permanent record. Excessive absences shall not be a reason for expulsion or dismissal of a student.

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

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.

The District shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school. The Department of Finance and Administration is required to suspend the former student's operator's license unless he/she meets certain requirements specified in the code.
(The student's parents, guardians, or persons in loco parentis shall be subject to a civil penalty as authorized under subdivision (a) (6) (A) of this section [9(a) (5) (A) of 6-18-222] but not to exceed five hundred dollars ($500.00) plus costs of court and any reasonable fees assessed by the cour). Legal References: A.C.A. § 6-4-302, ,A.C.A. § 6-18-209, A.C.A. § 6-18-213, A.C.A. § 6-18-220,A.C.A. § 6-18-222,A.C.A. § 6-18-229, A.C.A. § 6-18-231, A.C.A. § 6-18-234, A.C.A. § 6-18-236, A.C.A. § 6-18-507(g), A.C.A. § 6-18-1702, A.C,A § 6-28-114, A.C.A. § 7-4-116, A.C.A. § 9-28-113(f), A.C.A. § 27-16-701;, Division of Elementary and Secondary Education Rules governing Distance Learning

ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL 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.

Aprivate 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—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—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

Legal References: A.C.A. § 6-15-509, A.C.A. § 6-18-232, A.C.A. § 6-18-702 ,A.C.A. § 6-47-401 et seq., DESE Rules Governing Distance and Digital Learning, DESE Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools, Commissioner's Memo Com-19-021.

ADVANCED PLACEMENT , INTERNATIONAL BACCALAUREATE, AND HONORS COURSES

The Greene County Tech School District is committed in providing an advanced placement program that "demonstrates the school's commitment to a program of a rigorous curriculum and challenging academics that will help prepare students for success in college and beyond" (Courtesy of College Board)

Students in grades 7-12 who take advanced placement (AP) courses, International Baccalaureate (IB) and or concurrent endorsed college credit 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	C = 79 – 70	F = 59 and below
B = 89 – 80	D = 69 -60	

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

A = 5 points	C = 3 points	F = 0 points
B = 4 points	D = 2 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 Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; 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 he/she receives in the course as if it were a non-AP or IB course.

"Honors Courses" are those courses that have been approved by DESE as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation.

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

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

A Teacher of an AP course must attend a professional development no less than once every five (5) years to stay current on curriculum and program developments. Students who transfer into the district will be given weighted credit for the Advanced Placement courses, IB, and ADE State approved honor courses, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

Pre-AP courses provide for the development of the skills and concepts necessary for students to be successful in advanced placement. The goal of Pre-AP is to provide more students the opportunity to prepare for more challenging courses and increase expectations from all students at every grade level.

The 6th through 11th grade pre-advance placement courses become pre-requisites for the 10th to 12th grade advanced placement (AP) courses at this time. Students interested in taking AP courses should plan to fulfill the pre-requisites for these courses as listed in the AP program handbook.

Students who transfer into the district will be given weighted credit for the AP courses-IB courses; honors or concurrent credit college courses; and other courses approved by DESE and DCTE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale. Legal References: DESE Rules Governing Grading and Course Credit. A.C.A. § 6-15-902, A.C.A. § 6-16-806

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 theALE.Astudent may be enrolled in anALE 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, 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, 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. Legal References: AC.A. § 6-20-2305(b)(2), A.C.A. § 6-48-101 et seq., DESE Rules Governing of Student Special Needs Funding – DESE Rules Governing Student Discipline and Safety. 3.01, 4.00, and 8.0

ALE PROGRAM EVALUATION

The ALE program shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that is conducive to learning, that eliminates traditional barriers to learning, and at compliance with the Division of Elementary and Secondary Education Rules Governing Student Special Needs Funding. The evaluation shall specifically address how the use of ALE funds is in alignment with the District's support plan in addressing identified achievement gaps and student performance deficiencies. Legal References: A.C.A. 6-15-2914 , DESE Rules Governing Student Special Needs Funding

ARKANSAS ACADEMIC CHALLENGE SCHOLARSHIP PROGRAM

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

Scholarship Deadline to Apply:

June 01 of the Current Year

Requirements:

Starting with the class of 2016, the only requirement is a 19 on the ACT or ACT equivalent score, FAFSA Required. For more information on the Arkansas Challenge Scholarship visit the Arkansas Department of Higher Education's Website at http://scholarships.adhe.edu/scholarships-and-programs/high-school/.

Application Deadline is June 1 of student's senior year in high school.

For additional information on continuing eligibility criteria, additional eligibility criteria for the current achiever students: additional eligibility criteria for the nontraditional student please refer to the website listed above.

ASBESTOS NOTIFICATION

AHERA Regulation
#763.84
June 1st, 2014

The only buildings in the Greene County Tech School District still containing asbestos are the Jr. High and Intermediate buildings. All other buildings are asbestos free. In order to serve the best interest of your student's safety, the Greene County Tech School District maintains an Operations and Maintenance Plan to safely manage these areas. A copy of this plan is located in the Maintenance

Director's office. This plan is available for your viewing if you desire. If you have any questions please contact Donnie Russell at 870-215-4400 ext. 1210

ARKANSAS COURSE CHOICE PROGRAM

District students 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.1

The ACCP course catalog shall be made available to all students during student course selection.2 The District shall not actively discourage, intimidate, or threaten a student during course selection to not take a course through the ACCP.

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

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

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

Credits earned through the ACCP shall appear on a student's official transcript and count fully towards the student's graduation requirements.
Legal Reference: A.C.A. § 6-15-1701 et seq.

ATHLETIC PHYSICALS

In any year that a student engages in interscholastic competition, the student shall be required to present the documentation to the coach verification of a physical examination prior to the beginning of practice which shall be valid for one calendar year.

BREAKFAST AND LUNCH PROGRAM

Food Service Pre-Payment

Greene County Tech School District has a very economical and nutritious lunch program. Students are encouraged to eat a good, well-rounded meal each day in the cafeteria. Each student will have a breakfast/lunch account.

Students housed in GCT Primary School will be issued a breakfast/lunch card the first day of school. The card will be scanned by computer and the price of the meal will be deducted from the student's account. The student must be present to present the card to the computer operator. Regular pay and Federal Assistance cards are identical in appearance.

Students housed in the Elementary, Intermediate, Middle School, Jr. High and Sr. High will use a key pad system to enter his/her own I.D. number. This number is the student's school I.D. number which follows the 2807. As with the cards, the price of the meal will be deducted from the student's account.

Meal Payment

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 prepaying the student's account. Staff and parents, or students, may pay for meals, a la carte, or other food and beverage items through either of the following methods:

- Providing cash or check to be deposited into the students account.
- Depositing funds through the District's online service EZSchoolPay.com. This is a free service offered to help both schools and parents. Parents will be able to view real time meal account balances which are updated every 10 minutes. You will also be able to view a history of the last 10 serving days. You can access this by visiting EZSchoolPay.com and registering your parent account, then linking your student to the account. You will need your student's I.D. # to set up their EZSchool Pay account. Through the EZSchoolPay.com you will also be able to pay on your students account on line. To access this feature you have toay a transaction service bank fee. Another service that is offered is linking all accounts in your family together

as a family account. You can contact the GCT Food Service office at 870-215-4417 or the computer person in the cafeteria where your students are served and the staff members will set up the linked family account for you. With a joint family account, all of your students will share one account and one balance. You can send one payment with whichever student you chose to be deposited into the family account or pay online. You will have only one account to keep up with. Please contact the Food Service Department with any questions you may have about this service.

Meal Charges

The Greene County Tech School District will allow staff or students to charge up to 75 dollars for meals, a la carte, or other food and beverage items available for purchase in the school food service area. In the event an account reaches excess of the charge limit, parents of students with excessive charges will be contacted by authorized District personnel regarding the student account. Parents will be encouraged to:

- Fill out necessary Federal Assistance documentation if not already on file
- Sign up for EZSchoolPay.com for easy access to account balances if not already enrolled
- Work out a payment plan for the excess charges and make necessary arrangements for the student to be allowed to continue in the meal service program.

The food service department sends weekly payment reminders home with each student. Balances may be seen in real time using the EZSchool Pay app mentioned above. It is the parent/guardian's responsibility to see that the weekly statements are reviewed and the balance is kept current. Failure to do so could result in your account being turned over to a collection agency and filed in small claims court, and/or result in loss of exemption status.

Meal Substitutions

The Food Service Department is required to have a School Meal Certification of Disability completed by your physician if your child requires a substitute of any type of food. The only type of substitutions that can be provided must be for LIFE THREATENING situations.

BULLYING

Definitions

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

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

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

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

- Cyberbullying;
- Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
- Pointed questions intended to embarrass or humiliate,
- Mocking, taunting or belittling,
- Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
- Demeaning humor relating to a student's actual or perceived attributes,
- Blackmail, extortion, demands for protection money or other involuntary donations or loans,
- Blocking access to school property or facilities,
- Deliberate physical contact or injury to person or property,
- Stealing or hiding books or belongings,
- Threats of harm to student(s), possessions, or others,

- Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

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

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

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

- Building a fake profile or website of the employee;
- Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- Posting an original or edited image of the school employee on the Internet;
- Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
- Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- 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;
- Signing up a school employee for a pornographic Internet site; or
- Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

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

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

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

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

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

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

continue would constitute bullying, to the building principal, or designee.

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

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

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

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

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

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation, the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying. Copies of this policy shall be available upon request. Legal References: A.C.A. § 5-71-217, A.C.A. § 6-18-514 DESE Rules Governing Student Discipline and School Safety.

BUS PASSES/CAR LINE

An example of a written note follows:

A student going home with another student, or getting off the bus at a nonscheduled location must obtain a bus pass from the office, or homeroom teacher first thing in the morning. A bus pass will not be issued unless a student has a note from his/her parent/guardian. A written note from the parent or guardian is required any time a student wishes to change the normal method of transportation to or from school. If a student normally rides the bus and wishes to be placed in the car line a written note should be provided by the parent or guardian. A student must have a written note to change from a car rider to a bus rider in the afternoon. For security reasons, GCT strongly discourages

phone requests for bus passes or requests to place students in the car line. Photo identification may be required by parents/guardians prior to students being placed in car line and necessary documents signed in the principal's office.

Date _____Please send my child
(Student's Name)
in _____ to _____
(Grade/ Teacher's Class) Address to be dropped off
Parent's Phone Number: _____
Parents Signature_____

CAMPUS CONDUCT

The following rules and regulations pertain to behavior on campus before, during and after school:

- No running or horseplay on campus
- Textbooks, notebooks, or papers should not be left on campus grounds particularly during lunch periods.
- Do not congregate in halls
- Students should not disturb other classes
- Students should not stay on campus after school hours without permission
- Students are not to litter on campus
- Students are not to throw rocks or objects of any kind on campus
- Students are to stay on the campus sidewalks and off grass and mud areas
- Students are not to carelessly dispose of chewing gum

CAMPUS TRAFFIC

Please know that school parking lots and drives are not designed to handle the number of vehicles that come to campus at the beginning and end of each school day. Your understanding is very much appreciated. The Greene County Tech School District staff does everything they can to encourage parents to follow the parking lot rules and maximize the flow of traffic. The staff knows that parent's time is precious, and the safety of every student is their first priority. Please remember that the use of cell phones is prohibited while driving on any of the GCT Campuses. Legal Reference 27-51-1609.

CELL PHONES IN SCHOOL ZONES

AR Code A.C.A.§27-51-1609 prohibits all motorists from using a mobile phone while in a school zone or passing a school building when children are present. The law prohibits both talking and texing while driving in the school zone areas. All visitors, guests, parents, and staff should avoid using mobile devices while in these areas as safety of students in the first priority. Utilizing mobile devices in the car line is unacceptable and dangerous.

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:

1 Misleading;
2. Factually inaccurate; or
3. Otherwise inappropriate for the intended educational use.

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

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

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

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

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

Legal References: 20 USC 1232h, and A.C.A. § 6-16-155 A.C.A. § 6-16-157 A.C.A. § 6-15-1006

CHILD ABUSE

The faculty and staff of The Greene County Tech School District are state mandated child and abuse

reporters and will report all cases of suspected child abuse (sexual abuse, and neglect). Every attempt will be made to resolve issues promptly by working collectively with the corresponding agencies. In cases of known or suspected child abuse or neglect, the proper social services agency will be notified. Arkansas Statutes 42-807 through 42-818 provide that personnel from Arkansas Social Services interview the child in cases of suspected child abuse, sexual, abuse, child neglect, or exploitation. Agency personnel are not required by law to obtain parental consent prior to conducting the interview with the child. In keeping with Arkansas. Law, Greene County Tech School District will allow personnel from Arkansas Social Services to conduct interviews with students when appropriate.

CHILDREN'S INTERNET PROTECTION ACT

It is the policy of The Greene County Tech School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions: Key terms are as defined in the Children's Internet ProtectionAct. **Access to Inappropriate Material:** To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes. **Inappropriate Network Usage:** To the extent practical, steps shall be taken to promote the safety and security of users of the Greene County Tech School District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors. **Education, Supervision and Monitoring:** It shall be the responsibility of all members of the staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet ProtectionAct, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of The District Technology Director or designated representatives.

Each school will provide age-appropriate training for students who use the Internet facilities. The training provided will be designed to promote the Greene County Tech School District's commitment to: a. The standards and acceptable use of Internet services as set forth in the School's Internet Safety Policy; b.

Student safety with regard to: i. safety on the Internet; ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and iii. cyber bullying awareness and response. c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

CLASS RANK

Beginning with the freshmen class in 2011-2012 (the graduating class of 2015), class rank will be determined by total grade points earned using the following guidelines.

1. Students may earn a maximum of 28 units (7 per year) from the courses required for graduation for the purpose of calculating class rank. (This is required to ensure every student has an equal chance to earn the maximum amount of total grade points.)
2. Only classes taught by GCT instructors will be included in the total grade point calculation.
3. Grade points will be calculated based on the grade received each semester in non-weighted (regular courses) and weighted courses.
4. Grades earned in Activity classes will be counted in the calculation.
5. Valedictorian: At the end of their senior year, the student that has accumulated the most total grade points will be the Valedictorian.
6. Salutatorian: The student with the second most points will be the Salutatorian.
7. In the event of a tie, students will share the honor.

EXAMPLE:

	SEMESTER GRADE		POINTS EARNED
Course:	**1st**	**2nd**	
English 11	**78**	**86**	**78+86=164**
AP Calculus	**94**	**88**	**104+98=202**
Oral Comm.	**87**		**87**
Driver Ed		**95**	**95**
Chemistry	**67**	**77**	**67+77=144**
AP World History	**77**	**90**	**87+100=187**
Basketball	**100**	**100**	**100+100=200**
Horticulture	**89**		**89**
Study hall		**0**	**0**

In the example above, this student chose to earn only 6.5 credits of the 7 maximum. The total % of points would be 1168 for this year

CLOSED CAMPUS

All schools in the District shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day. Unless given permission to leave the campus by a school official, students must sign out in the office upon their departure. Permission will only be given to those students who provide a note from home to the principal from the parent/guardian. The parent/guardian may come to school and sign out their student.

COMMUNICABLE DISEASES AND PARASITES

Students should stay home when sick until at least 24 hours after they no longer have a fever, or signs of a fever, without the use of fever-reducing medicine.

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 B or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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. An education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up at school. 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. Legal References: A.C.A. § 6-18-702; Arkansas State Board of Health Rules Pertaining To Immunization Requirements Divisions of Elementary and Secondary Education Rules Governing Kindergarten through 12th Grade Immunization Requirements.

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 (DESE) 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:

- Increase mutual understanding, trust, and support between the District and parents, business, and the community as a whole;
- 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;
- 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;
- Inform legislators of the accomplishments of the District's students and staff, as well as how proposed legislation could affect the district;
- Maintain good relations with the news media and provide the media with pertinent news releases; and
- Increase the participation of parents, grandparents, legal guardians, business, and community members in school activities and programs.

The Board will appoint committees, when appropriate, to help the District examine issues facing it. Such committees may include members of the public, students, parents, and school employees, as well as members of the Board. Members may serve until the committee makes its non-binding recommendations to the Board.

Any committee, which includes among its members a member of the School Board, shall operate according to the requirements of the Arkansas Freedom of Information Act. The District's Board of Directors shall hold a meeting by 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. Legal References: A.C.A. § 6-15-1005(c),(f) (1)(2), A.C.A. § 6-16-603(a)(3)-1003(2),-1003(2), *A.C.A. § 25-19-106, ACA 6-18-2003 Standards for Accreditation 3-B.1, 3-B.2, 3-B.2.1, 5-A.1. Division of Elementary and Secondary Education Rules Governing Gifted and Talented Program Standards 4.0; 10:03. DESE Rules Governing Documents Posted To School District And Education Service Cooperative Websites

COMMUNITY SERVICE LEARNING (CSL)

The Greene County Tech School District secured approval by the Arkansas Department of Education to offer a Community Service Learning Program for Students who meet certain guidelines to receive credit for Community Service Learning Activities (CSL). Community Service Learning (CSL) is an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs. Please see a copy to the link below for the Greene County Tech Community Services (CSL) state approved plan.

Community Service is more than just volunteering. Act 648 of 1993 was written to develop a spirit of civic engagement and volunteerism. It allows students in grades nine (9) through twelve (12) who have completed 75 hours of Community Service Learning (CSL) to earn one (1) academic career focus credit toward graduation with appropriate documentation. The course code to be used will be 496010. This is a credit, not a graded course, and the course WILL NOT be calculated in the students GPA or used for Class Rank in the Total Points System. No ½ units of career focus academic credit will be award for CSL, as only one (1) full credit will be awarded for students documenting 75 hours of approved CSL service between 9th and 12th grade. The GCT School District may certify CSL projects if staff personnel is in attendance while students are completing the CSL activity. If the school does not provide a staff person to be in attendance, then the CSL sponsoring organization must be approved by the State Board of Education and local school board to certify and verify hours for CSL credit. The CSL activities do not have to be in one organization or served consecutively, as a total of 75 service hours that are verified between the 9th and 12th grade will be accepted. Partnering agencies must be both GCT School board approved and state board approved as the requesting forms are on the district's web page.

Community Service Learning (CSL) includes the fundamental skills essential for success in employment, college, family, and community life. The CSL standards are listed below with a link to the document. The CSL standards will be most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplish a task or discovering a solution to a problem in the classroom or career-related experiences.

Students who wish to participate in the CSL program will fill out a Community Services Learning (CSL) Planning form with the link listed below. The student, parent, CSL Coordinator, and partnering agency must agree

for the student to participate in the CSL Learning. CSL student Planning forms may be returned to the
GCT CSL Coordinator, Ray Stricker (Ray.Stricker@gctsd.k12.ar.us)
GCT High School
4601 Linwood Drive
Paragould, AR 72450
Phone 870-215-4460
Please no faxed forms

When a student is placed with an organization, agency, or site to participate in CSL activities, a Community Service Letter of agreement must be signed by the student, parent/guardian, local school and the volunteer site. A copy of the Service Letter Agreement is found on the district's website.

Once placed in a Community Learning Service organization, agency, or site, each student will fill out a Student Volunteer Informational sheet that will be on file in the CSL Coordinator's office and will be sent to the partner organization, agency, site, or certified faculty member who is supervising the volunteer activity. Student will fill out a copy of the Volunteer Student Information form that is located on the district's website.

Students who participate in Community Service Learning (CSL) will be required to document time on the CSL Time Log Sheet that will require signatures and contact information along with a description of the activity or task performed. See link below for a copy of the form. Students must document a total of 75 hours between the 9th and 12th grades in order to receive the one (1) academic career focus credit toward graduation.

Students who participate in Community Service Learning (CSL) will be required to turn in a reflection form for each service learning activity that they participate in. Students will complete a set of six (6) reflective and thought evoking questions and will then be expected to formulate a written summary of their CSL experience. Student time log and reflection forms are located on the district's web site.

Careful evaluation of the continuing success of the Community Service Learning (CSL) program is a goal of the Greene County Tech School District. There is an evaluation form for students to fill out at the end of a CSL volunteer activity and there is also a form for the approved organization, agency, site, and faculty member to fill out on the CSL experience with students. All evaluation forms are located on the district's web page. The goal of continuous improvement will foster the continued success of the Community Service Learning (CSL) program in the Greene County Tech School District.

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, coaching, or the day to day management of the schools need to address those complaints according to the following sequence:

- Teacher, coach, or other staff member against whom the complaint is directed
- Principal
- 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.

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.
    a. The report of the conclusions of the investigation shall be given to the complainant. It shall contain: 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.

Legal Reference: DESE Rules Governing Federal Program Complaint Resolution

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

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 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 of the child elects not to have him/her attend kindergarten. A kindergarten wavier form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).
   Legal Reference: A.C.A. § 6-18-201, A.C.A.6-18-207

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);
- Completion of computer science internships or independent studies;
- Demonstration of previous computer science work by the student; or
- Proficiency report from a computer science proficiency evaluation tool.

Legal references: Arkansas Computer Science Standards for grades 9-12, Commissioner's Memo COM-17-051 Commissioner's Memo COM 19-050

COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

Internships

The Board of Directors believes that students who intend to begin careers immediately upon high school graduation or intend to complete post-secondary training prior to starting a career can benefit

from an internship experience. The desired outcomes of the District's internship program include students advancing computer science skills, sharpening soft-skills, and learning new skills while in a workplace environment. The internship program provides intense, competency-based worksite immersion in advanced computer science concepts while linking the internship participants to current resources, information, and guidance from computing professionals.

Students who wish to participate in the internship program shall submit an application to the High School Administration. In order for a student to be eligible to participate in the internship program, the student must have:

1. Received enough credits to qualify as a junior;
2. Either:
   - Have at least one (1) credit from an DESE approved computer science / course; or
   - Submit computer science work product that satisfactorily demonstrates the competencies expected within the Division of Elementary and Secondary Education (DESE) Computer Science Standards to High School Administration; and
3. At least a 3.0 GPA.

The student participating in an internship program is responsible for making sure the High School Administration receives documentation authenticated by the student's supervisor of the hours worked by the student, proof of the student having completed projects, and regular evaluations of the student's work by the student's internship supervisor.

A student who completes a computer science internship shall receive credit for the internship as a Computer Science Flex Credit based on the amount of documented on-the-job work hours as follows:

a. Half (1/2) credit for completing sixty (60) on-the-job work hours; or
b. One (1) credit for completing one hundred twenty (120) on-the-job work hours.

Independent Studies

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. A student who desires to complete an independent study shall:

1. Either:
   - Have at least one (1) credit from an DESE approved computer science course; or
   - Submit computer science work product that satisfactorily demonstrates the competencies expected within the DESE Computer Science Standards to a local advisor;
2. Develop an educational plan that is tied directly to extending the computer science concepts found within:
   - The most current revision of the Arkansas High School Computer Science Standards;
   - College Board AP Computer Science Principles or A; and/or
   - IB Computer Science SL or HL;
3. Submit the study plan to a local advisor for approval;
4. Have at least a 3.0 GPA; and
5. Produce a final product for presentation.

The advisor is responsible for reviewing, monitoring, and approving the student's study plan. The study plan should include anticipated objectives that allow the advisor to evaluate the student's study progress. The student is responsible for submitting regular written reports to the advisor concerning the student's progress towards the student's independent study goals.

The student's hours of study shall be documented by the most appropriate of the following methods:

- Being assigned a class period during the instructional day that is dedicated to the student's independent study;
- Using the District's system to track student time for digital courses if the student's attendance and assignments are through a digital classroom; and
- Using another hour tracking system approved by the district Superintendent that provides or accurate tracking of hours and provides safeguards against improper reporting by the student.

A student who completes a computer science independent study shall receive credit for the independent study as a Computer Science Flex Credit based on the amount of documented study hours as follows:

a. Half (1/2) credit for completing sixty (60) study hours; or

b. One (1) credit for completing one hundred twenty (120) study hours.

Legal References: Arkansas Computer Science Standards for Grades 9-12 Internship Program; Arkansas Computer Science Standards for Grades 9-12 Independent Study

CONCURRENT CREDIT

Aninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education (DESE) shall be given credit toward high school grades and graduation at the rate of one (1) high school unit 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 the core subject area/unit requirements in English and mathematics.

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

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

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

Credit for the endorsed concurrent enrollment course may only be awarded by the institution of higher education offering the course. Legal Reference: A.C.A. § 6-15-902(c)(2), A.C.A. § 6-16-1201 et seq.. ACA6-18-22, DESE Rules Governing Grading and Course Credit.

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 follow the district's transportation rules. 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.

Parents of "SCHOOL CHOICE" students are responsible for their own transportation to and from school.

All students who use school buses, either regularly or occasionally, should be familiar with the following rules. These rules apply to all schools in the Greene County Tech School District.

RIDING A BUS SHOULD BE REGARDED AS A PRIVILEGE NOT A RIGHT

Students must ride Greene County Tech provided transportation to off campus events to be eligible to participate. Students may ride with his/her parent only after the event is over and after proper written permission has been delivered to the appropriate event sponsor. In the event of extenuating circumstances, parents may seek alternative arrangements may contact the specific building level administrator. Students are considered in school (class) and from the time they reach the bus stop in the morning until they are let off the bus in the afternoon. Students should be at the bus stop at the scheduled time. Stand back about 10 feet from the bus stop and wait until the door is opened prior to moving closer

to the bus. Do not play on the highway or road. If a student misses the bus, do not attempt to hitch hike a ride to or from school.

While loading and unloading, enter or leave the bus orderly and quickly. While riding the bus, students are under the supervision of the driver and must obey the driver at all items. Students are expected to conduct themselves in a manner such that they will not distract the attention of
the driver or disturb other riders on the bus (which includes keeping your hands to yourself, being reasonably quite, attending to your own business, and leaving other students alone).

Students are not to tamper with any of the safety devices such as door latches, fire extinguishers, and etc. Students must remain in assigned seats while the bus is in motion and must not move seats unless the bus is stopped and permission is granted by the driver. Nuisance items are not permitted and include: knives, sharp objects of any kind, pets, other living items, firearms, and etc. Students are not to put their hands, arms, heads or bodies out of the window.

Students are not to yell at anyone outside of the bus. Students are not to deface the bus or any school property. Students are not to write on the bus or damage seats. Students should not throw paper, food or other objects on the floor of the bus or out of the bus windows. Students are not to eat on the bus. No smoking is allowed at any time on a school bus.

The aisle of the bus should be kept clear at all times from books, lunches, coats, and feet, which should not be in the aisles at any time. Students should not ask the driver to let them off the bus at any other stop than the designated stop unless a written bus note from the principal's office is provided. If students must cross the road or highway to enter the bus, they should try to be on the right side of the road while waiting for the bus. If a student should arrive at the stop just as the bus approaches the stop, students should wait until the bus has come to a complete stop and then the driver has signaled to cross in front of the bus. Students who must cross the road after leaving the bus in the afternoon must cross the road only after the driver has signaled to do so. Students cannot ride any other bus except their own. Permission must be secured from the principal's office in the form of a bus pass, should a student need to get off at an alternate location. This statement does not cover all of the do's and don't s, but is a very specific guide. The driver may find it necessary to interpret these policies in light of specific bus route needs.

General Bus Rules:

1) Obey instruction of drivers at all times.
2) Stay in assigned seat facing front of bus at all times.
3) Keep hands, feet, and other objects to yourself
4) Noise should be kept at a low classroom voice.
5) Be at bus stop at assigned time, students wait on buses, buses do not wait on students.

"The administration may exercise more extreme action in situations where student misconduct on school district buses negatively impacts the learning environment of the regular school day. For example, just suspending a student from the bus for bullying another student will not protect the victim from being bullied during the regular school day. Therefore, more serious infractions, such as bullying, must be addressed as a violation of school rules and not just a violation of bus rules." Legal References: A.C.A. § 6-19-119 (b), A.C.A. § 5-60-122, Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations ofArk. Public School Buses and Physical Examinations of School Bus Drivers 4.0.

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 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 4.16, Policy 6.5, 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 Division 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 is 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 of the student or person standing in loco parentis. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Division of Human Services.

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

SOLICITATION-

Safeguarding students from solicitation is a top priority. Outside organizations shall not be permitted to solicit, advertise, or sell goods or services though the schools of the district unless permission is granted from the building principal and superintendent in writing. Commercial advertising will not be allowed in the schools or any purposes except as directed by the superintendent of schools.. Participation in any fund raising or charity drive sponsored by the school or outside agency shall be entirely voluntary as far as each student is concerned. There shall be no cause for embarrassment to those who do not or cannot participate or contribute. All fundraising and charity drives sponsored by a school must receive the approval of the principal and or superintendent. Legal References: A.C.A. § 6-18-513, A.C.A. § 9-13-104, A.C.A. § 12-18-609, 610, 613, A.C.A. § 12-18-1001, 1005.

CORPORAL PUNISHMENT

The Greene County Tech School Board directs corporal punishment may be used as a student disciplinary measure by licensed personnel as a condition of their employment. When it deems necessary and administered as follows: 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 certified licensed staff member employed by the District:

1. The student must have had prior warning that a continuation or repetition of misconduct would result in corporal punishment.
2. The employee wishing to administer corporal punishment must have verified that the parents/guardians have not filed a written request with the principal requesting that their children not receive corporal punishment. In the event that such a request has been filed, an alternate disciplinary action will be taken. The alternative may be suspension from school.
3. Licensed staff members must have an administrator witness and hear the nature of the offense in the presence

of the student, and the student given opportunity to explain the reason for his/her actions or to deny the charges.

4. Student refusal to accept corporal punishment may result in suspension.
5. Inflicting unusual or cruel punishment, striking any part of the head of the student, administering the punishment in a spirit of anger or malice, administering the punishment in the presence of other students and the punishment to a student dressed in other than regular school clothes are forbidden.
6. A written report giving reason for the punishment given by the employee administering the punishment and by the witness will be filed in the principal's office immediately following the punishment.
7. The parent/guardian, upon request, will be provided a written explanation by the employee administering the punishment of the reason for punishment and name of the witness.
8. Parent or guardians who choose corporal punishment not be administered to their child(ren) must deliver personally their written request of the principal of the school. In those cases, an alternative disciplinary action, which may include suspension, will be taken.
9. Students shall not receive an excessive amount of corporal punishment during a school year. After it has been determined that corporal punishment is not a deterrent, the student will be placed in I.S.S.

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic Legal Reference: A.C.A. § 6-18-503 (b)
DESE Rules Governing Student Discipline and School Safety, DESE Rules Governing Special Education and Related Services Section 11:0 Discipline.

CORRESPONDENCE COURSES

Final grades for all correspondence courses should be in the counselor's office by May 1st to be considered for graduation. Correspondence courses are accepted at Greene County Tech High School provided they are pre-approved. Approved courses will be added to student's transcript and averaged into GPA after receiving documentation of final grade.

CRISIS/BUILDING LOCKDOWN DRILLS

One type of emergency that our school may face is a threat posed by an intruder or emergency situation outside the school that prevents the evacuation of students from the building. In these situations, we should be prepared to take steps to isolate students, faculty and staff from danger by instituting a school lockdown.
Two times each year, once during the 1st semester and once during the 2nd semester, a lockdown drill will be held to help students understand what needs to take place in case the elementary school goes into lockdown.

In general, there are two main lockdown situations:
1. Soft Lockdown: There is an incident outside the building that does not warrant a full lockdown but caution needs to be taken. Example, A incident involving law enforcement may be taking place in or around property connected to or in close proximity to the GCT campus.
2. Lockdown: The threat of intruder is outside/inside the building.

1. Suggested Soft Lockdown Procedures

The following procedures should be followed when an incident is outside of the school building:

- Building administrator orders and announces "soft lockdown." Be direct. DO NOT USE CODES. This announcement should be repeated several times.
- Lock all EXTERIOR doors.
- Direct students to continue a normal routine but move away from exterior windows and doors.
- **No one should be allowed to enter or exit the building during a Soft Lockdown.**
- Clear hallways and restrooms.
- Secure and cover classroom windows (close window blinds).
- Building administrator will continue to monitor incident outside along with building SRO/law enforcement and update the building on incident as needed.
- Take attendance of students in each classroom.
    a. Teachers should prepare a list of missing and extra students in the room.
    b. Teachers should take this list with them once they are directed to leave the classroom.
- Students remain in the classroom they are currently in when lockdown is called unless directed otherwise by building administrator.
- Once the threat has subsided, the building administrator announces "all clear."

2. Suggested Lockdown Procedures

The following procedures should be followed when the threat or intruder is outside/inside of the school building:

- Building administrator orders and announces "lockdown or lockdown with intruder." Be

direct. DO NOT USE CODES. This announcement should be repeated several times.

- Immediately direct all students, staff, and visitors into the nearest classroom or secured space.
- Classes that are outside of the building SHOULD NOT enter the building.
- Lock classroom doors.
- Secure and cover classroom windows (close window blinds).
- Students should remain quiet.
- Move people away from the windows and doors. Keep all students sitting on the floor, and turn off the lights.
- Take attendance of students in each classroom.
    a. Teachers should prepare a list of missing and extra students in the room.
    b. Teachers should prepare to take this list with them once they are directed to leave the classroom.
- DO NOT respond to anyone at the door until "all clear" is announced.
- Keep out of sight.
- Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
- When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
- When the threat is over/the intruder has left the building, the building administratorannounces "all clear."

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; or
- Sexual orientation.

Legal References: Standards for Accreditation 1-A, 1-A.4, DESE Rules Governing the ACTAAP and the Academic Distress Program 4.05, A.C.A. § 6-15-101, A.C.A. § 6-15-1505(a). A.C.A. § 6-15-2906, A.C.A. § 6-16-157, ACA 6-17-429.

DEFINITIONS:

Alternative School: an educational setting, which offers nontraditional/flexible instructional methods that enables students to participate in the educational process.

Excused Absences: those due to official school business or emergencies such as illness, death in the family and other extenuating circumstances.

Expulsion: Prohibition of a student from entering the school or school grounds (except for pre-arranged 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 only.

Informal Suspension: Not a regular suspension from school. The student is suspended only until a successful conference is held with the parent, principal and other parties involved. An informal suspension may be given to a student who has committed a less serious offense. A form letter will be sent to the parents by the principal requesting a conference with the principal. Following a successful conference with the student and parents the student could return to a regular class routine.

In-School Suspension: Student is confined to a study area for a specified period of time. The student will be counted present in school and will be allowed to make up any major assignments given during this time.

Less Serious Behavior Problems: Those not considered serious, but must be corrected.

Noon Detention: Student is confined to the noon detention area usually during lunch. The student will have time to eat lunch.

Parent: The term parent shall include every parent, guardian or person in parental relation having control of charge of any student in attendance in the school district.

Parent Notification: Parent(s) or guardian is notified by telephone, personal contact, behavior report, letter or certified mail. A conference may be conducted between the student, his/her parent(s) or guardians, appropriate school personnel and any other individual concerned. This will be recorded in student's disciplinary record.

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 could be recommended.

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.

Serious Behavior Problems: Those behavior problems which are disruptive to the education process and warrant suspension from school for a short time.

Student Conference/Warning: A teacher or administrator will confer with the student concerning the infraction explaining the consequence of continued misconduct. A warning may be given if the infraction is of sufficient seriousness to warrant more stringent disciplinary action if repeated.

Suspension: Prohibition of a student from entering the school or school grounds (except for pre-arranged conference with an administrator) for a period of time set by the principal of the school or the superintendent. Suspensions normally will not be longer than ten (10) school days including the day on which the offense occurred unless it is deemed a long term suspension which must be determined by the Board of Education only. Suspension does not carry with it loss of credit for the semester, however, make up work will not be allowed.

Unexcused Absences: Failure to attend school other than those specifically excused by the principal or designee. Truancy and suspension from school are considered unexcused absences.

A.C.A. § 6-18-234, A.C.A. § 6-18-502, DESE Rules Governing Student Discipline and School Safety

DIGITAL LEARNING COURSES

Definitions: For the purposes of this policy

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

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

"Instructional Materials" means:

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

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

Digital Course Offerings

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

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

The District shall annually determine what District created digital learning courses it will provide to

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

The incoming Freshmen class of 2015-2016 and classes that follow will be required to take the digital learning class prior to graduation. Students who wish to take additional digitial learning classes must obtain prior permission from the high school principal for permission and to make scheduleing arangements.

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 digitally 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 5.19, 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. Legal References: A.C.A. § 6-16-1401 et seq., A.C.A. § 6-16-1701 et seq. DESE Rules Governing Distance and Digital Learning A.C.A. § 6-18-213, A.C.A. § 6-18-222, and A.C.A. § 6-28-109

DISCIPLINE FOR STUDENTS WITH DISABILITIES

Under the Individuals with Disabilities Education Act (IDEA), Public Law (PL) 94-142

1. Students with disabilities who engage in misconduct are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to a free appropriate public education (FAPE).
2. For students whose disabilities have behavioral aspects, preventive measures, such as behavioral management plans, should be considered and can be facilitated through the individualized education program (IEP) and placement processes required by IDEA. While there is no requirement that such measures be specified in a student's IEP, the IEP committee for a student with identified disabilities could determine that it would be appropriate to address the use of specific behavioral management and/or discipline procedures in individual situations involving that student and include them in the IEP
3. Where in-school discipline or short-term suspension [ten (10) school days or less] is involved a school may remove a student with disabilities for a disciplinary infraction without it being considered a change of placement, and IDEA's parent-notification provisions would not apply. Also, there is no requirement for a prior determination of whether the student's misconduct was a manifestation of the student's disability. Schools may remove any student with disabilities for a disciplinary infraction **for up to 10 school days per offense**. During a period of short-term exclusion, schools are not required to provide any educational services to the student.
4. For a student with disabilities, an exclusion from school for more than 10 consecutive school days (long-term exclusion) constitutes a change in placement and is subject to procedural safeguards. IDEA requires, among other things, that parents be given written notice before a change in placement can be implemented.
5. A series of short-term suspensions in the same school year could constitute a change in placement. Factors such as the length of each suspension, the total amount of time that the student is excluded from school, and the proximity of the suspensions to each other should be considered in determining whether the student has been excluded from school to such an extent that there has been a change in placement. This determination must be made on a case-by-case basis.
6. For a student with disabilities, a suspension or other disciplinary removal for more than 10 consecutive school days may not be considered without the school district first determining whether the student's misconduct was a manifestation of the student's disability or due to an inappropriate placement.
7. This determination must be made by a group of persons knowledgeable about the student (such as his/her IEP committee), and may not be made unilaterally by one individual.

a. If the student's misconduct WAS NOT a manifestation of his/her disability or an inappropriate placement, the school district may expel or suspend the student from school for more than ten school days, subject to conditions set forth in the procedural safeguards of IDEA.
b. If the student's misconduct WAS a manifestation of his/her disability or an inappropriate placement, the student may not be expelled or suspended from school for more than ten school days for the misconduct. However, other procedures may be used to address the student's misconduct. A change in placement, if determined appropriate, could be implemented subject to applicable procedural safeguards. The school district would also have the option of suspending the student from school for ten days or less, or seeking a court order at any time to remove the student from school or to change the student's placement if it believes that maintaining the student in the current placement is substantially likely to result in injury to the student or to others.

8. If the suspension or other disciplinary removal of the student is for more than 10 school days, within the first 10 days of suspension the district should convene the student's IEP committee to review: (1) the relationship between the student's disability and the student's misconduct; (2) the relationship between the student's educational placement and the misconduct; and (3) the student's IEP and determine whether implementation of a behavioral management plan and/or a change in the educational placement of the student is appropriate. The district should seek to obtain parental agreement to a change in the student's IEP and/or educational placement. The student's parents must be provided with written prior notice a reasonable time before the school implements any changes in the student's IEP and corresponding placement, including their right to a due process hearing.
9. If the student's parents request a due process hearing on the proposal to change the student's IEP or placement, the school district may seek to persuade the parents to agree to an interim placement for the student while due process proceedings are pending. If the school district and parents cannot agree on an interim placement for the student while the due process hearing is pending, and the school district believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others, the school district could seek a court order to remove the student from school.
10. If a student's parents initiate an impartial due process hearing in connection with a proposed disciplinary exclusion or other change in placement, and the misconduct does not involve the bringing of a firearm, or "dangerous weapon" to school, the "*pendency*" or "*stay put*" provision of IDEA requires that the student must remain in his or her current educational placement until the completion of all proceedings. If the parents and school district can agree on an interim placement, the student would be entitled to remain in that placement until the completion of all proceedings.
11. For a student not previously identified by the school district as a student potentially in need of special education, a parental request for evaluation or a request for a due process hearing or other appeal AFTER disciplinary suspension or expulsion has commenced DOES NOT obligate the school district to reinstate the student's prior in-school status. This is because in accordance with the "stay-put" provision of IDEA, the student's "then current placement" is the out-of-school place. After the disciplinary sanction is completed, if the resolution of the due process hearing is still pending, the student must be returned to school as would a non-disabled student in similar circumstances.
12. A school district may seek a court order at any time to remove any student with disabilities from school or change the student's current educational placement if the school district believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others. See the commentary, which follows for an additional requirement for Arkansas schools as a result of case law.
13. Under IDEA, school districts must ensure that FAPE is made available when a student is suspended for more than ten school days or expelled for misconduct that was not a manifestation of his/her disability therefore, educational services must continue for these students during periods of disciplinary removal that exceed 10 school days.
14. Any student who has been enrolled in a state accredited or state-approved kindergarten program (a pre-kindergarten program that is accredited and quality approved by the Department of Human Services Division of Child Care and Early Childhood Education) in state for at least 100 days or in another state for at least (60) days, who will be five (5) years old during the year in which he or she is enrolled in kindergarten, and who meet the basic residency requirement for school attendance shall be enrolled in kindergarten upon written request. ACT 215 of 2009

The Greene County Tech School District designated its Federal Coordinator as the person to coordinate Title IV, Title VI, and Title IX compliance activities for the District. Please contact the Superintendent's Office of the Greene County Tech School District, 5413 West Kingshighway, Paragould, Arkansas 72450. The telephone number is 870-236-2762. Section 504 Coordinator is the Director of Federal Programs who may be reached at 870-236-2762. Discipline procedures are consistent with the requirements that apply to students with disabilities as long as the discipline of such students is determined on a case-by-case basis in accordance with IDEA and Section 504.

DISRUPTION OF SCHOOL

No student shall by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process, or function of the school, or engage in any such conduct for the purpose of causing disruption or obstruction of any lawful mission, process, or function. Nor shall any student encourage any other student to engage in such activities. Disorderly activities by any student or group of students that adversely affect the school's orderly educational environment shall not be tolerated at any time on school grounds. Teachers may remove from class and send to the principal or principal's designee office a student whose behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's classmates to learn. Students who refuse to leave the classroom voluntarily will be escorted from the classroom by the school administration. Legal Reference: A.C.A. § 6-18-511, DESE Rules Governing School Discipline and School Safety.

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 Principal, Superintendent, or his/her designee.

DISTRICT WEB SITE

The Greene County Tech School District shall maintain a web page to provide information about its schools, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the district web site by establishing guidelines for their construction and operation. The Greene County Tech School District web site shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site. The web site shall not use "cookies" to collect or retain identifying information about visitors to its web site nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

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

The District's shall include the following information on the 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 and special meetings of the school board;
e. The district's budget for the ensuing year;
f. A financial breakdown of monthly expenditures of the district;
g. The salary schedule for all employees including extended contract and supplementary pay amounts;
h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
i. The district's annual budget;
j. The annual statistical report of the district;
k. The district's personnel policies.
l. The Annual School Performance Report
m. School Level Improvement Plans
n. The School District Support Plan
o. Student discipline policies
p. Comprehensive School Counseling Plan
q. The District financial policies
r. Student handbooks
s. The Annual Report to the Public and

t. The parent, family and community engagement plan
u. The immunization waiver report
v. School District Calendar
w. List of statuary, rule, or Standards for Accreditation waivers the District has received under AR CODE 6-15-103.
x. The District's Teacher and Administrator Recruitment and Retention Plan;
The information and data required for items A through L in the above shall be the actual data for the previous two (2) school-years and the projected data for the current school-year.
y. The total number of State Funds used for teacher salaries;

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

- The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
- The number of students during the previous school year who received dyslexia intervention; and
- The total number of students identified with dyslexia during the previous school year.
- If the District's reading curriculum is not taken from the DESE list of approved curricula, the District shall post the reading curriculum the District uses and a statement that the curriculum is not on the list of DESE approved curricula.

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

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

The District and school webmasters are responsible for ensuring all District webpages meet required standards to be accessible to individuals with disabilities.
Legal References: A.C.A. § 6-11-129, A.C.A. § 6-15-1402, A.C.A. § 6-15-2006, A.C.A. § 6-15-2101, A.C.A. § 6-15-2914, A.C.A. § 6-17-429, A.C.A. § 6-17-2403, A.C.A. § 6-17-1901, A.C.A. § 6-18-702 A.C.A. § 6-18-2001, et seq., A.C.A. § 6-41-606, A.C.A. §6-41-611, DESE Rules Governing How to Meet the Needs of Children With Dyslexia, DESE Rules Governing Act 1240 Waivers, DESE Rules Governing Documents Posted to School District and Education Service, Cooperative Websites, DESE Rules Governing the Arkansas Educational Support and Accountability, Standards For Accreditation 12.02.1, 1-B.2, 2-B.1, 2-H.2, 3-A.1, 3-A.2, 3-A.9, 3-B.1, 3.B.2.1, 5-A.1, 20 U.S.C. § 1232 g, 15 U.S.C. § 6501 (COPPA). 34 C.F.R § 106.8 and 34 C.F.R.§ 106.45.

DRUGS AND ALCOHOL

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

Therefore, no student in the Greene County Tech School District shall possess, attempt to possess, consume, use, distribute, sell, attempt to sell, 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;1
- 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 STUDENT MEDICATIONS.

AR ACT 345 of 2007- "The sale of drugs upon or within one thousand feet (1000 ft) of school property may subject the seller of the drugs to an additional ten (10) years imprisonment in addition to the term of imprisonment otherwise provided for the unlawful sale of drugs". Legal Reference, ACA 6-18-502. DESE Rules Governing Student Discipline and Safety

DUE PROCESS

Every student is entitled to due process in every instance of disciplinary action for which the student may be subjected to suspension or expulsion. The degree of due process required is directly proportional to the degree of loss to the student. Due Process is at a minimum,

(1) Notice of charge- Prior to any suspension, the school principal or his/her designee shall advise the student in questions of the particular misconduct of which he/she is accused, as well as the basis for the accusation.
(2) Opportunity for denial- The student shall be given an opportunity to explain his/her version of the facts to the school principal or his/her designee.
(3) Evidence against him/her (if denied)- If any evidence exists, it shall be presented to the student/ guardians.
(4) Opportunity to tell his/her side; - The student shall be provided an opportunity to present the facts as it relates to the issue/matter at hand.
(5) Decision, and timely notice-Written notice of suspension and the reason(s) for the suspension shall be given to the parent(s) of the student.
(6) Opportunity for a fair hearing- Any parent(s), or legal guardian of a student suspended shall have the right to appeal to the superintendent of schools.

EDUCATIONAL PHILOSOPHY

The Greene County Tech 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 school 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.

ELECTRONIC TRANSCRIPTS

Uniform transcripts shall be transmitted electronically to the Department of Higher Education as necessary to process state aid applications for high school students. All public high schools in Arkansas shall begin submitting electronic transcripts to the State Department. The uniform transcripts shall be transmitted electronically between all K-12 public schools as necessary to correctly enroll and place students transferring between public school. Legal References: AR § 6-80,107, and AR ACT 820 of 2007.

EMERGENCY DRILLS

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

The District shall annually conduct lockdown drills 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 appropriate to the age of the student and grade configuration of the school and the 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. Legal References: A.C.A. § 12-13-109, A.C.A. § 6-10-110, A.C.A. § 6-10-121, A.C.A. § 6-15-1302, A.C.A. § 6-15-1303,Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1, ACT 950 of 2015.

ENDORSED CONCURRENT ENROLLMENT

A college level course offered by an institution of higher education in Arkansas that upon completion will qualify for academic credit in both the institution of higher education and the public high school. AR 6-16-1202. An endorsed concurrent enrollment course must meet the following requirements:

1) Must be a course offered by an institution of higher learning that is approved through the institution's normal process
2) Listed in the institution of higher learning course catalog
3) Course content and instruction must meet same standards and adopted outcomes as those developed for a course taught at institution of higher learning.
4) Course must be taught by instructor who meets institution of higher learning qualifications
5) Course instructor must be provided staff development, supervision, and evaluation by institution of higher learning.

Credit for the endorsed concurrent enrollment course may only be awarded by the institution of higher education offering the course. Legal Reference A.C.A. 6-15-902 (c) (2). DESE Rules and Regulations; Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade.

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 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 school district's support plan in addressing identified achievement GPA's and student performance deficiencies. Legal References: A.C.A. 6-15-2914, A.C.A 6-20-2305 (b)(3), DESE Rules Governing Student Special Needs Funding 3.09, 5.00 and 8.00, and Standards for Accreditation 2-J.2.

ENTRANCE REQUIREMENTS

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

A. Be a resident of the District as defined in District policy (4.1—RESIDENCE

REQUIREMENTS);

B. Meet the criteria outlined in Policy:
   - 4.40—HOMELESS STUDENTS; or
   - 4.52—STUDENTS WHO ARE FOSTER CHILDREN;

C. Be accepted as a transfer student under the provisions of policy 4.4; or

D. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

A student may enter kindergarten if the student:

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

Any student who was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country, becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody, will become five (5) years of age during the year in which he or she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon a written request to the District.

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

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

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

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

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

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary Education.
2. The parent, legal guardian, person having lawful control of the student or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:

a. A birth certificate;
b. A statement by the local registrar or a county recorder certifying the child's date of birth
c. An attested baptismal certificate;
d. A passport;
e. An affidavit of the date and place of birth by the child's parent or legal guardian; person having lawful control of the student, or person standing in loco parentis
f. United States military identification;
g. Previous school records.

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

Uniformed Services Member's Children

For the purposes of this policy,

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

"Active duty" means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. chapters, 1210 and 1211 or 42 U.S.C. § 204.

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

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

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

"Eligible child" means the children of:

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

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

"Transition" means the:

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

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

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

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

An eligible child as defined in this policy shall:

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

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

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

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

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

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

International Exchange Students

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

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

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

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

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

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

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

Statewide assessment results achieved by an international exchange student enrolled in the District shall be included in the District's results on the statewide assessments.7

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

Legal References: A.C.A. § 6-4-302, A.C.A. § 6-15-504, A.C.A. § 6-18-201 (c), A.C.A. § 6-18-207, A.C.A. § 6-18-208, A.C.A. § 6-18-235, A.C.A. § 6-18-510, A.C.A. § 6-18-702,A.C.A. § 6-28-101 et seq, A.C.A. § 9-28-113, DESE Rules Governing Student Discipline and School Safety and Plyler v Doe 457 US 202,221 (1982)..

EQUAL EDUCATIONAL OPPORTUNITY

No student in the Greene County Tech 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 any protected classification under the law.[1]. The District has a limited open forum granting equal access to the Boy Scouts ofAmerica and other youth groups. Inquiries on non discrimination may be directed to GCT Central Office at 870-236-2762 or by email to titleix@gctsd.k12.ar.us. Any person may report sex discrimination, including sex-based 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 sex-based harassment. Inquiries on non discrimination may be directed to GCT Central Office at 870-236-2762 or by email to titleix@gctsd.k12.ar.us.. 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. Legal Reference A,C.A. § 6-1-114, A.C.A. 6-10-132, A.C.A. § 6-18-514, A.C.A. § 14-1-403, 34 C.F.R. § 100.6, 34 C.F.R. § 104.8, 34 C.F.R. § § 106.8 34, C.F.R 106.9, 34 C.F.R. § 108.9, 34 C.F.R. §110.25

EXPULSION

- The Board of Education may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Superintendent may make a recommendation of expulsion to the Board of Education for student conduct deemed to be of such gravity that suspension would be inappropriate;
- Where the student's continued attendance at school would disrupt the orderly learning environment; or
- Would pose an unreasonable danger to the welfare of other students or staff.

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

student's behavior:

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

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

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 guardian, person having lawful control of the student, or person 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, person having lawful control of the student, person standing in loco parentis shall sign a statement acknowledging that they have received 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 student shall lose credit during the time period of the expulsion, but 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. Legal Reference: A.C.A. § 6-18-507, A.C.A. § 6-18-502. DESE Rules Governing Student Discipline and School Safety

EXTRACURRICULARACTIVITIES-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 building principal/ superintendent). 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. The superintendant or designee may wave this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day. A student who enrolls in the district and meets the definition of "eligible child" in ENTRANCE REQUIREMENTS shall be eligible to tryout for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing. A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity. Legal Reference: ACA 6-4-302. ACA 6-15-2907, ACA 6-18-713 A.C.A. § 6-28-108, Commissioner's Memo LS-18-015

EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

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

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

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

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

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

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

Extracurricular Eligibility

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

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

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

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

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

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

Interscholastic Activities

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

ACADEMIC REQUIREMENTS: Junior High

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

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

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

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

ACADEMIC REQUIREMENTS: Senior High

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

1) Have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester; or
2) If the student has passed four (4) academic courses the previous semester but does not have a 2.0 GPA the student must be enrolled and successfully participating in an SIP to maintain their competitive interscholastic extracurricular eligibility.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

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

Intrascholastic Activities AAA Governed Activities

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

Non-AAA Governed Activities

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

School Choice Transfers

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

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

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

Legal References: Arkansas Activities Association Handbook A.C.A. § 6-4-302-2 A.C.A. § 6-15-2907, ACA 6-16-151, A.C.A. § 6-18-114, A.C.A. § 6-18-115, A.C.A. § 6-18-227 A.C.A. § 6-18-173, A.C.A. § 6-18-1904, A.C.A. § 6-28-108, Commissioners Memo COM -18-009, and LS-18-015

EXTRACURRICULAR ACTIVITIES / SPORTING EVENT RULES

Basketball Games:

1. Students up to the 5th grade must be with an adult. This includes when the students go to the concession stand and/or the restroom.
2. All other students must sit in the bleachers (no loitering or running around in the mezzanine, lobby, or locker areas of the gymnasium.)
3. Students must stay off the floor before the game, at halftime, between games, and at the end of the game.
4. The "Eagle's Nest" student section is for students in grades 7-12 only.
5. Students sitting in the "Eagle's Nest are not to "beat on the mats" or behave in an unsportsmanlike manner.

The following applies to students and adults:

1. Once you leave the gym, you will not be allowed to re-enter unless you have a justifiable reason such as leaving something in the car, etc. You must tell the administrator on duty before leaving the gym if you plan to re-enter.
2. Please stay off the playing floor after the game.

The following rules apply to students at Football games:

1. Students up to the 5th grade must be with an adult. This includes when the students go to the concession stand and/or the restroom.
2. No students will be allowed to play football or other games inside the stadium.
3. Upon entering the stadium, the students must remain there. Should they leave, they will not be allowed to re-enter.
4. For safety reasons, students will not be allowed to leave the stadium and go to the playground.
5. No students will be allowed to hang out on the south end, the visitors' side, or the practice field.
6. During the Jr. High games, all students must sit in the bleachers. We realize that everyone may not be able to find a seat at the High School games. However, if students want to watch the game from the hill, they must be seated.
7. Students will not be allowed to congregate on the sidewalk.

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 deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

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

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

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

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

Astudent 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 (11th) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

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

A 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 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 student who withdrew from an AAA member school who participated in an interscholastic activity that is a varsity sport at the student's resident district during the previous three hundred sixty-five (365) days shall not be eligible to immediately participate in an interscholastic activity that is a varsity sport in the District. The student will not become eligible for full participation until the completion of the three hundred sixty-five (365) day period from when the student withdrew. 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 from when the student withdrew.

Legal References: ACA 6-15-509, ACA 6-18-232, ACA 6-18-713, Arkansas Activities Association Handbook, Commissioner's Memo COM-18-009, Commissioner's Memo LS-18-015, Arkansas Department of Education Rules Governing Home Schools.

ARKANSAS ACTIVITIES ASSOCIATION

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

Legal References: A.C.A. § 6-15-509 Arkansas Activities Association Handbook

FACILITIES

School facilities may not be used for private gain, sectarian religious services, or partisan political meetings. No meeting will be held in a school building for the purpose of advancing any doctrine or theory subversive to the Constitution or Law of the state of Arkansas or the United States; for the promotion of religious doctrine; for the promotion of private profit-making enterprises; and for any entertainment that may be detrimental or destructive to the buildings, fixtures, or furniture. All requests to use facilities should be presented in writing to the building level administrator, superintendent, or appointed designee.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTIFICATION OF RIGHTS UNDER FERPA

For Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights include:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School

decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. 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 as its agent to provide a service instead of using its own employees or officials (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.

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.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The school will forward records to other schools upon enrollment requests.

(4) The right to file a complaint with the U. S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Directory Information Family Educational Rights and Privacy Act (FERPA)

The *Family Educational Rights and Privacy Act (FERPA),* a Federal law, requires that the Greene County Tech School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Greene County Tech School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Greene County Tech School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists, including special awards;
- Graduation programs; and
- Sports activity sheets

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965 (ESEA)* to provide military recruiters, upon request, with three directory information categories – name, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.[1] ([1]These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the *National Defense Authorization Act for Fiscal Year 2002* (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.)

If you do not want the Greene County Tech School District to disclose directory information from your child's education records without your prior written consent, you must fill out the objection form in the front of the student handbook and return the first week of school. Greene County Tech School District has designated the following information as directory information:

-Student's name
-Address
-Telephone listing
-Photograph-Grade level
-Participation in officially recognized activities, sports, and clubs
-The most recent educational agency or institution attended
-Degrees, honors, and awards received
-Dates of attendance

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

•*Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U. S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

•*Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, **except** for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

•*Inspect,* upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Greene County Tech School District has develop(ed) and adopt(ed) policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Greene County Tech School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Greene County Tech School District will also directly notify parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Greene County Tech School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. *Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

PPRA Model Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, requires Greene County Tech School District to notify parents/guardians and obtain consent or allow your child to opt out of participating in certain school activities . These activities include student surveys, analysis, or evaluations that concerns one or more of the following eight areas ("protected information surveys");

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;

5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

For surveys and activities scheduled after the school year starts, the Greene County Tech School District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and parents will be provided an opportunity to opt their child out, and will be provided an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

FLOWERS, BALLOONS AND OTHER GIFTS

In order that maximum use might be made out of instructional time, flowers, gifts, balloons, and other delivered items to schools must be sent only to the principal's office. The deliveries may not be picked up by students until the end of the school day. No items are to be delivered to students except those related to medicine, health, class work, or other instructional or extracurricular activities. Because of the visual hazards created, large items, (including balloons) may be transported on buses only in a container (sack or bag). **NO DELIVERIES WILL BE ACCEPTED IN OBSERVANCE OF VALENTINE'S DAY.**

FOOD SERVICE PAYMENT

Breakfast and Lunch Program/Meal Charge Policy

The Greene County Tech School District has a very economical and nutritious lunch program. Students are encouraged to eat a good, well-rounded meal each day in the cafeteria. Each student will have a breakfast/lunch account.

Students housed in GCT Primary School will be issued a breakfast/lunch card the first day of school. The card will be scanned by computer and the price of the meal will be deducted from the student's account. The student must be present to present the card to the computer operator. Regular pay and Federal Assistance cards are identical in appearance.

Students housed in the Elementary, Intermediate, Middle School, Jr. High and Sr. High will use a key pad system to enter his/her own I.D. number. This number is the student's school I.D. number which follows the 2807. As with the cards, the price of the meal will be deducted from the student's account.

Meal Payment

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 prepaying the student's account. Staff and parents, or students, may pay for meals, a la carte, or other food and beverage items through either of the following methods:

- Providing cash or check to be deposited into the students account.
- Depositing funds through the District's online service EZSchoolPay.com. This is a free service offered to help both schools and parents. Parents will be able to view real time meal account balances which are updated every 10 minutes. You will also be able to view a history of the last 10 serving days. You can access this by visiting EZSchoolPay.com and registering your parent account, then linking your student to the account. You will need your student's I.D. # to set up their EZSchoolPay account. Through the EZSchoolPay.com you will also be able to pay on your students account on line. To access this feature you have to pay a transaction service bank fee. Another service that is offered is linking all accounts in your family together as a family account. You can contact the GCT Food Service office at 870-215-4417 or the computer person in the cafeteria where your students are served and the staff members will set up the linked family account for you. With a joint family account, all of your students will share one account and one balance. You can send one payment with whichever student you chose to be deposited into the family account or pay online. You will have only one account to keep up with. Please contact the Food Service Department with any questions you may have about this service.

Meal Charges

The Greene County Tech School District will allow staff or students to charge up to 75 dollars for meals, a la carte, or other food and beverage items available for purchase in the school food service area. In the event an account reaches excess of the charge limit, parents of students with excessive charges will be contacted by authorized District personnel regarding the student account. Parents will be encouraged to:

- Fill out necessary Federal Assistance documentation if not already on file
- Sign up for EZSchoolPay.com for easy access to account balances if not already enrolled
- Work out a payment plan for the excess charges and make necessary arrangements for the student to be allowed to continue in the meal service program.

The food service department sends weekly payment reminders home with each student. Balances may be seen in real time using the EZSchoolPay app mentioned above. It is the parent/guardian's responsibility to see that the weekly statements are reviewed and the balance is kept current. Failure to do so could result in your account being turned over to a collection agency and filed in small claims court.

Meal Substitutions

The Food Service Department is required to have a School Meal Certification of Disability completed by your physician if your child requires a substitute of any type of food. The only type of substitutions that can be provided must be for LIFE THREATENING situations.

Legal References: Commissioner's Memo CNU-17-003, Commissioner's Memo CNU -17-024, ACA 6-18-715.

FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA

Food Sharing Table

In an effort to reduce wasted food and to provide students access to healthy foods when possible, the District shall have in the district cafeteria a food sharing table located at the end of the service line. Prior to leaving the service line, students may place on or retrieve items from the table, at no additional charge, any of the following:

- Raw whole fruit traditionally eaten without the peel (e.g. bananas and oranges);
- Raw whole fruit traditionally eaten with the peel provided the fruit is wrapped to prevent contamination (e.g. apples and grapes);
- Raw whole vegetables provided the vegetable is wrapped to prevent contamination (e.g. carrot sticks);
- Milk; and
- Juice.

Fruit and vegetables to be shared are to be placed into a designated container on the table. Milk and juice to be shared are to be placed in an ice-filled cooler. Milk and juice may not be taken by another student unless the carton is unopened and was completely covered by ice while in the cooler. A student may not return to the table to place an item for sharing after the student has left the service line.

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

Removing Food Items From the Food Service Area

No student shall remove school provided food items from the food service area at the end of the meal period, especially milk, juice, or any other item requiring a temperature controlled environments.

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

FUND RAISING

All fund raising activities held in the District or in the name of the District must be pre-approved in writing by the Superintendent and 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.

Door to door fundraising activities are generally discouraged. If approved, students wishing to participate who are under the age of eighteen (18) must return to their sponsor a signed parental notification and permission form. Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties.

Student participation in any fund raising activity shall:

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

Secondary Schools

Fund raising in the secondary schools may only be done by officially sanctioned student clubs, spirit groups,

school PTAs, or parent booster clubs. Student clubs and spirit groups must receive written approval from their sponsor and the school principal before submitting the fund raising proposal to the Superintendent.

Elementary Schools (K-6)

Fund raising in the elementary schools may only be done by the school or a school sponsored organization. Door to door fundraising activities are generally discouraged, but there shall be no more than one such activity per school per school year. Schools must provide written notification of the following to parents or legal guardians of elementary students who participate in fund raising programs.

1) Student participation in fund raising programs is voluntary;
2) Students who do not participate will not forfeit any school privileges;
3) Students may not participate in fund raising programs without written parental permission returned to school authorities.

Online Fund Raisers

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

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

For purposes of this policy, a "school-affiliated online fund raiser" includes, but is not limited to, a fund raiser intended to raise funds for a particular teacher's classroom, grade, student club or organization, or athletic team. Legal References:A.C.A. § 6-18-1102, and A.C.A. § 6-18-1104

GANGS AND GANG ACTIVITY

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

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

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

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds. Legal References: A.C.A. § 5-74-201 et seq., A.C.A. § 6-15-1005(b)(2)

GIFTED AND TALENTED PROGRAM

PACE (Program for Academic /Creative Excellence)

Referrals:

Students may be referred to the PACE program by one or more of the following methods:

1. Teacher referral: Teacher should use the form available in the building principal's office
2. Parent referral: Parent should use the form available through the principal's office or by using the form obtained from the PACE Coordinator.
3. Achievement or ability test scores: All students' scores above the 90th percentile on the achievement tests and 115 and above the ability test scores will be considered by the staff team for the talent pool.
4. Other referrals: Referrals will be accepted from sources including, but not limited to, counselor, principal, and other community individuals.

IDENTIFICATION PROCESS

Students will be selected for the talent pool based on information obtained by referral. A staff team composed of the

PACE teacher, building principal, one teacher, and one other staff member will determine, by using the referral and test score information, which students will be in the pool. Once in the talent pool, the student's parents are informed and permission is requested to administer future tests. All talent pool students will be given a test of creativity and an individual intelligence test. This test along with past performances will be considered in the final staffing. The team of talent pooled students will make up the final staffing team. The team will review information on students using, "blind staffing" technique. This technique will allow the team to look at each student without prejudice because a number will be assigned instead of using the student's name.
Students having the greatest needs as determined by the staffing team will be selected to participate in PACE. Their parents will be informed and permission requested for their participation.

GRADING

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

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.
The grades of a child in foster care shall not be lowered due to an absence from school due to:
(1) A change in the child's school enrollment;
(2) The child's attendance at a dependency-neglect court proceeding; or
(3) The child's attendance at court-ordered counseling or treatment.

Kindergarten and first grade student performance will be assessed according to the scale below:
R = Ready
P= Progressing
N = Not Yet Ready

The grading scale for all schools (Grades 2-12) in the district shall be as follows:

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

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

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

The grade point values for Advanced Placement (AP) approved courses for weighted credit, International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still be worth 0 points. Weighted credit/additional quality points(one point greater) for designated AP/IB and ADE approved honor courses will be contingent upon teacher completing training as required by the ADE, student being enrolled in class for the semester, and the student taking the applicable AP/IB examinations. There is an exception that an F shall still be worth zero (0) points.

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

For example: The grading period had forty (40) days. A student transferred in with a grade of eight-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy five (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty five (25%) of forty (40) days while Thirty (30) days is seventy five percent (75%) of forty (40) days. Thus the final grade would be (0.25 x 83) + (0.75x 75)= 77%.

Semester grades are to be given for all subjects in all grades. Upon successful completion of any academic class or subject with a grade of 60 or above, one half unit credit will be awarded for each semester in grades 9 through 12.

Graduation Policy: To participate in the graduation exercises, a student must have earned the required number of credits for graduation or only be ½ credit short. A student shall successfully complete a minimum of twenty-two units of credit in a program which is cooperatively planned by the student, parents, and the school to meet the needs of the student. Accumulation of credits will begin with the 9th grade year.

Early Graduation: Consistent with the intent of the Arkansas State Department of Elementary and Secondary Education regulations pertaining to graduation requirements, a student shall be expected to complete four full years of high school.

Any student seeking a waiver of the policy of four years of full time attendance must submit a written request specifying the reasons together with a letter from the parents approving the request. A REQUEST FOR EARLY GRADUATION MUST BE A PLANNED PART OF A STUDENT'S EDUCATIONAL PROGRAM AND MUST BE SUBMITTED PRIOR TO THE FINAL SEMESTER THE STUDENT IS IN FULL TIME ATTENDANCE.

Each student approved for early graduation may be provided an option to graduate and go through graduation ceremonies in May of that school year. The following guidelines are intended to clarify the status of "early graduation".

1. Early graduates may participate in the graduation exercises following the termination of the student's enrollment.
2. Since students electing early graduation are considered graduates and are no longer enrolled they are not eligible to participate as students in the extracurricular activities of the school.

In the event that circumstances beyond an eligible student's control occur which would result in undue hardship for the student unless early graduation would be permitted, the principal may, after careful review of the request, grant a waiver from the established application deadline. Legal References A.C.A. § 6-15-902, A.C.A. § 9-28-113(f) State Board of Education: Standards of Accreditation 5.A.1. Division of Elementary and Secondary Education Rules and Regulations Governing Grading and Course Credit.

GRADUATION REQUIREMENTS- (SMART CORE AND CORE INFO) for the class of 2025

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

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

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

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

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this

matter; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

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

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

The number of units students must earn to be eligible for high school graduation are to be earned from the categories listed below. A minimum of 22 units is required for graduation by the Division of Elementary and Secondary Education (DESE) for a student participating in either the Smart Core or Core curriculum. The additional required units may be taken from any electives offered by the district. One Half (½) elective credit for students will be given for the district's determined digital learning course. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The provisions of a student's Individualized Education Plan (IEP) serve as his/her graduation plan. 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.

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

GRADUATION REQUIREMENTS

The number of units' students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE). There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (1/2) unit

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

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

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

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

Natural Science: three (3) units
a. DESE approved biology – 1 credit;
b. DESE approved physical science – 1 credit; and
c. A third unit that is either:
- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit

Social Studies: three (3) units
- Civics - one-half (½) unit
- World History - one unit
- American History - one unit
- Other Social Studies - one-half (1/2) unit

Physical Education: one-half (1/2) unit
Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.
Health and Safety: one-half (1/2) unit

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

Fine Arts: one-half (1/2) unit

CAREER FOCUS: - Six (6) units

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

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 local/state board approved service agency or part of the district's Community Service Learning (CSL) program shall receive one (1) career focus academic credit that will NOT be counted in the GPA or for Total Points for class rank.

CORE: Sixteen (16) units
English: four (4) units – 9th, 10th, 11th, and 12th

Oral Communications: one-half (1/2) unit

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

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

unit requirement.

Science: three (3) units
d. DESE approved biology – 1 credit;
e. DESE approved physical science – 1 credit; and
f. A third unit that is either:
- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units
- Civics - one-half (1/2) unit
- World History - one (1) unit
- American History - one (1) unit
- Other Social Studies - one-half (1/2) unit

Physical Education: one-half (1/2) unit
Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.
Health and Safety: one-half (1/2) unit

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

\Fine Arts: one-half (1/2) unit

CAREER FOCUS: - Six (6) units

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

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 local/state board approved service agency or part of the District's Community Service Learning (CSL) program shall receive one (1) career focus academic credit.

Legal Reference: State Board of Education; Standards For Accreditation 1-C.2, 1-C.2.1, 1-C2.2, Smart Core Waiver Form, Smart Core Information Sheet, DESE Rules Governing the Digital Learning, Commissioner's Memo LS-18-082 and DESE Guidelines for the Development of the Smart Core Curriculum Policy. A.C.A. § 6-4-302, A.C.A. § 6-16-122, A.C.A. § 6-16-143, A.C.A. § 6-16-149. A.C.A. § 6-16-150, A.C.A. § 6-16-1406, A.C.A. § 6-18-107

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026

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

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the

required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

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

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;

Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter;

- Discussions held by the school's counselors with students and their parents; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

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

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

GRADUATION REQUIREMENTS

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

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

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

Personal and Family Finance

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

Computer Science

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

education course in order to graduate.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)
1) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
2) Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;
* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the graduation requirement, but only serve as one unit each toward fulfilling the Smart Core requirement.
3) Algebra II; and
4) The fourth unit may be either:
- A math unit approved by DESE beyond Algebra II; or
- A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units
a. DESE approved biology – 1 credit;
b. DESE approved physical science – 1 credit; and
c. A third unit that is either:
    - An additional science credit approved by DESE; or
    - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units
- Civics - one-half (½) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (½) Unit

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

Health and Safety: one-half (½) unit

Economics – one half (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.

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units
a. Algebra or its equivalent* - 1 unit
b. Geometry or its equivalent* - 1 unit
c. All math units must build on the base of algebra and geometry knowledge and skills.
d. (Comparable concurrent credit college courses may be substituted where applicable)
e. 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) unitsg. DESE approved biology – 1 credit;
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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

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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.
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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.

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Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3, DESE Guidelines for the Development of Smart Core Curriculum Policy, DESE Rules Governing Distance and Digital Learning, Smart Core Information Sheet, Smart Core Waiver Form. Commissioner's Memo LS-18-082, A.C.A. § 6-4-302, A.C.A. § 6-15-2906, A.C.A. § 6-15-2911, A.C.A. § 6-16-122, A.C.A. § 6-16-143, A.C.A. § 6-16-149, A.C.A. § 6-16-150, A.C.A. § 6-16-152 and A.C.A. § 6-28-115.

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2027

AND THEREAFTER

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

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

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process3 to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counseler and may be accomplished through any or all of the additional following means:4

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.5

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

GRADUATION REQUIREMENTS

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

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

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of

automated external defibrillators in order to graduate.

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

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

Community Service
Except as otherwise provided by this policv, each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers.
The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. 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.

SMART CORE: Sixteen (16) units
English: four (4) units – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit
Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)

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

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

3) Algebra II; and
4) The fourth unit may be either:

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

Natural Science: three (3) units

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

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

Social Studies: three (3) units

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

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

the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (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.7

Fine Arts: one-half (½) unit

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

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

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

Science: three (3) units
a. DESE approved biology – 1 credit;
b. DESE approved physical science – 1 credit; and
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- An additional science credit approved by DESE; or
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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.
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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.
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A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.
Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3, DESE Guidelines for the Development of Smart Core Curriculum Policy, DESE Rules Governing Distance and Digital Learning, Smart Core Information Sheet, Smart Core Waiver Form
Commissioner's Memo COM-24-021. Commissioner's Memo LS-18-082, A.C.A. § 6-4-302, A.C.A. § 6-15-2906, A.C.A. § 2911, A.C.A. § 6-16-122, A.C.A. § 6-16-143, A.C.A. § 6-16-149, A.C.A. § 6-16-150, A.C.A. § 6-16-152, A.C.A. § 6-16-1901 et seq., A.C.A. § 6-28-115

GUIDANCE COUNSELORS
The guidance office is open to all students and is a place where students may express their feelings and opinions freely knowing that all information will be regarded as confidential. The counselor is prepared to help students with educational and vocational planning, and social and personal adjustment. Additional information on occupations, vocational schools, colleges, etc, is available in the guidance office. Scholarship information will be provided to students and parents both electronically and in paper copies.

HEAD LICE /BED BUG POLICY
Any student found to have positive evidence of lice/bed bugs will be excluded from school, school related activities, and school transportation until he/she has been effectively treated. A student may return to school as cleared by the school nurse when the following conditions have been met:

1. Parent/Guardian must bring the student to the nurse before for an assessment before he/she is allowed to return to class.
2. The student has been properly treated.
3. If nits/bugs are still present after proper treatment, the student may be sent back home for nit/bug removal at the nurse's discretion.

A student with multiple occurrences of head lice /bed bugs that is not receiving proper treatment will be referred to the school's social worker.
In most cases, head lice and nits can be eliminated within 24 hours. Therefore, students will only be granted an excused absence for the day he/she was sent home for head lice.

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.
The general health and welfare of the student is recognized as an integral part of the school program. Health Services provided by the school include:

1. A school nurse;
2. Nurse's station adequately stocked with first aid supplies;
3. The school nurse maintains a cumulative health folder on each student which contains the following:
    a. Personal data sheet containing medical history of student, emergency contacts, and an emergency clause signed by parent/guardian for use in case of serious illness or injury. **Parents are responsible for notifying the school regarding any changes in medical and personal information, including address, phone number, employment, and emergency contacts.**

b. Complete immunization record;
c. At least one of the following documents indicating child's age: (1) birth certificate; (2) statement by local registrar or county recorder certifying child's date of birth; (3) attested baptismal certificate; (4) passport; (5) affidavit of the date and place of birth by child's parent/guardian; (6) previous school records; and/or (7) United States military identification;
d. Child's social security number and/or school ID number;
e. EPSDT physical for preschool and kindergarten.

4. Hearing, vision, scoliosis (curvature of spine), and Body Mass Index (height and weight) screenings will be provided for students as required by law.
5. When a student becomes ill at school, the proper procedure to follow is to report to the nurse's office for observation and consultation. Students are not authorized to call or text parents by cell phone to come pick them up. A member of the health services staff or office personnel will notify parents/guardians if necessary. Answers to questions concerning health services provided by our school may be obtained by calling the school nurse.
6. In order to reduce the transmission of communicable diseases, which may include but is not limited to staph, impetigo, pink-eye, scabies, head lice, and other contagious diseases, a school official may require a student to be evaluated by a health care provider. Guidelines for suspicious lesions are as follows:
   a. Lesions must be evaluated by a health care provider.
   b. Treatment as ordered by a healthcare provider.
   c. Draining lesions must be covered at all times during school hours and school activities.

Annually, the information reported in the Division of Elementary and Secondary Education Health Services Survey shall be provided to the Board. Legal References: A.C.A. § 6-18-709, A.C.A. § 6-18-720 Legal Reference: A.C.A. § 6-18-208, A.C.A. § 6-18-1501, A.C.A. § 20-7-135(c), § 20-15-802

HEAT INDEX

The recess policy for inclement weather that if weather conditions permit and the temperature/wind chill/heat index is above 35 or below 99 degrees fahrenheit, students may go outside. Extracurricular heat indexes will follow Arkansas Activity Association Guidelines.

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 email;
- 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 if the home-school student plans to seek a driver's license 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, which must be notarized if the home-schooled student plans to seek a driver's license during the school year.

To aid the District in providing a free and appropriate public education to students in need of special education services, the parents 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.

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

HOMELESS STUDENTS

The Greene County Tech School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee, shall appoint an appropriate staff person to be the local educational liaison for homeless children and youth whose responsibilities shall include

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

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

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 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 local educational liaison (LEA) for homeless children and youth to carry out the dispute resolution process.

For the purposes of this policy "school of origin" means the school the child attended when permanently housed or the school in which the child was last enrolled, including 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: 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 enroll the child or youth in any public school that no 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 of youth, the District shall:

- Presume that keeping the child or youth in the school of origin is in the child's or youth best interest, except when doing so in 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; or
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 traistations, 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.

Legal References: A.C.A. § 6-18-115, A.C.A. § 9-25-106, 42 U.S.C. § 11431 et seq., 42 U.S.C. § 11431 (2), 42 U.S.C. § 11432(g)(1)(H)(I), 42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II),42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii), 42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii), 42 U.S.C. § 11432 (g)(3) I(i), (ii), (iii), 42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii), 42 U.S.C. § 11432 (g)(3)(G), 42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E), 42 U.S.C. § 11434a.

HOMEWORK

Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful. Teachers should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day. See building sections for detailed homework policies by age level.

HONOR ROLLAND HONOR GRADUATES

HONOR ROLL

Students in grades 1-6 who maintain an "A" & "B" average for the grading period will be recognized as honor roll student for that grading period. Semester grades will determine the honor roll at the end of each semester.

Honor Graduates

It is required that "Honor Student" at Greene County Tech High School perform at a high academic level. As a part of the requirements, honor students must follow the smart core curriculum and have taken:

English	4 Units
Science	4 Units including Biology, Chemistry, Physical Science or Physics
Mathematics	4 Units including Algebra I, Geometry, Algebra II and an Advanced Math Class
Social Sciences	4 Units including ½ Civics and ½ Economics, U. S. History, & World History
Foreign Language	1 or 2 Units of the same language* See Note Below

Additionally, all honor graduates must complete at least three (3) Advanced Placement Courses in two (2)

different subject areas and complete one (1) foreign language; OR all honor graduates must complete two (2) Advanced Placement Courses in two (2) different subject areas and complete two (2) courses of the same foreign language.

Greene County Tech High School uses a 4.0 grading scale for all courses except Advanced Placement courses. The passing grade in any course is "D". The least amount of credit awarded is .50 units for one semester's work. The grading scale and grade points are awarded as follows:

Current Grading Scale	Regular Hours	Advanced Placement Courses
A 90-100 %	A 4.0 pts.	A 5.0 pts.
B 80-89 %	B 3.0 pts.	B 4.0 pts.
C 70-79 %	C 2.0 pts.	C 3.0 pts
D 60-69 %	D 1.0 pts.	D 2.0 pts
F 0-59 %	F 0 pts.	F 0 pts.

Honor students are selected on grade point average. In computing GPA for those students having all A's and weighted classes, computation will be based on the total number of courses taken.

The grade point average for the graduation class will be determined by dividing the points for all grades earned in classes receiving credit by the number of credit courses attempted for the eight semesters, grades 9 through 12.

All honor students will score at 19 or above in each of the four divisions, (Language, Reading, Mathematics, and Science) on the ACT.

Students must complete the appropriate AP exam to receive AP weighted credit. Students who meet the course requirements for honor student and have a 3.5 or above cumulative grade point average are recognized as honor graduates.

Honor medallions with neck ribbons will be presented for graduation.

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 1:

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

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

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

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

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

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

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

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

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

Temporary Admittance

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

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

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

Exclusion From School

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

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

- for the remainder of the week by the end of the initial school day of the student's

exclusion; and

- by the end of each school's calendar week for the upcoming week until the student returns to school.

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

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

IMMUNIZATION REQUIREMENTS:

Arkansas State Board of Health Guidelines will be followed and may be subject to change according to state laws. The following immunization requirements are adopted by the State Board of Health:

Preschool and Kindergarten only:

An EPSDT must be administered by the child's doctor or practitioner and proof given to the school nurse.

KINDERGARTEN:

- 4 doses DTAP (Diphtheria, tetanus, acellular pertussis) with one dose on or after 4th birthday
- 3 doses Polio with one dose on or after 4th birthday and a minimum interval of 6 months between the 2nd and 3rd dose.
- 2 doses MMR (measles, mumps, rubella) with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1
- 3 doses hepatitis B
- 1 dose of hepatitis A on or after 1st birthday
- 2 doses of varicella (chickenpox) with 1 dose on or after 1st birthday and dose 2 at least 28 days after dose 1. A written note from a physician or practitioner stating history of varicella (chickenpox) disease may be accepted in lieu of vaccine. No self or parental reported history will be accepted.

1ST THRU 12TH GRADE:

In addition to the vaccine requirements for Kindergarten:

- 1 dose of TDAP (booster) for age 11 years (as of September 1st each year) and older, or 3 doses for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination.
- 1 or 2 doses Meningococcal vaccine with one dose at 7th grade and second at age 16 years (as of September 1st each year). However if the first dose of Meningococcal vaccine is administered at age 16 years or older, no second dose is required; or if not vaccinated prior to age 16 years, one does is required.

IMMUNIZATION EXEMPTIONS:

Any student who is exempt or deficient may be excluded from school if the Department of Health determines that a possibility of disease transmission exists.

A. General Requirements

1. Exemptions shall be granted only by the Department of Health in Little Rock.
2. Individuals shall complete an **annual** application for medical, religious, and philosophical exemptions.
3. A notarized statement by the individual requesting the exemption must accompany the application.
4. All individuals requesting an exemption must complete an educational component developed by the Department of Health that includes information on the risks and benefits of vaccinations.
5. All individuals must sign an "informed consent" form provided by the Department of Health that includes:
    a) A statement of refusal to vaccinate;
    b) A statement of understanding that at the discretion of the Department of Health the non-immunized child or individual

may be removed from school during an outbreak if the child or individual is not fully vaccinated; and

c) A statement of understanding that the child or individual shall not return to school until the outbreak has been resolved and the Department of Health approves the return.

B. Medical Exemptions

1. Only a letter issued by the MEDICAL DIRECTOR, IMMUNIZATION SECTION, stating the vaccine or vaccines for which a child/student is exempt is to be accepted as a valid medical exemption by the school. Statements from private physicians are not to be accepted by the school without this letter.

C. Religious/Philosophical Exemptions

1. The Immunization Section's standard forms for religious/philosophical exemptions must be submitted to the Department of Health. These forms are available from the Department of Health's Immunization Section upon request.

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

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.

Legal References: A.C.A. § 6-4-302, A.C.A. § 6-28-110, A.C.A. § 6-18-208, A.C.A. § 20-7-109, A.C.A. § 6-18-702, A.C.A. § 6-60-501-504, A.C.A. § 20-78-206. ACA 6-18-702, DESE Rules governing Kindergarten through 12th grade Immunization Requirements in Arkansas Public Schools, ADH Rules Pertaining to Immunization Requirements.

INTERNET SAFETY AND ELECTRONIC DEVICE USE POLICY

Definition:

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

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

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

Technology Protection Measures

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

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

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

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

Internet Use and Safety

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

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

Misuse of Internet

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

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

Consequences: (May not follow this order of succession as it based on the severity of the incident)

a. Conference/Warning/Loss of Computer Privileges
b. Corporal Punishment/In School Suspension
c. Out of School Suspension
d. Recommended for Expulsion

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

LASER POINTERS

Students shall not possess any hand held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; en route to or from school or any school-sponsored activity; off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the District. Legal References:A.C.A. § 6-18-512, DESE Rules Governing Student Discipline and School Safety.

LEAVING CAMPUS-CHECKING OUT

Students will only be allowed to check out for illness, medical and dental appointments, court, serious illness, or death in the immediate family, and other extenuating circumstances as determined by the principal. Permission will only be given to students who provide a note to the principal from the parent/guardian. Students must also bring a note to have an opportunity to obtain an excused absence on the day of their return. When a student is sick and needs to go home, someone in the nurse's office will call the parents for transportation. Students are under the jurisdiction of school authorities from the moment they enter campus or arrive at the bus stop.

LOST AND FOUND

Articles found in and around the school should be turned into the main office. The owners may claim their property by identifying it promptly. Items left for extended periods of time may be discarded.

MAKE-UP WORK

- Students who miss school due to an excused absence shall be allowed to make up the work they missed during their absence under the following rules: Secondary students are responsible for asking the teachers of the classes they missed what assignments they need to make up and teachers should provide information on missed assignments to students.
- Teachers are responsible for providing the missed assignments when asked by a returning student and should make every effort in providing the missed assignments to the absent students.
- Students are required to ask for their assignments on their first day back at school or their first class day after their return.
- 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.
- Students shall have one class day to make up their work for each class day they are absent.
- Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
- Students are responsible for turning in their make-up work without the teacher having to ask for it.
- 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.
- 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 absences in a semester unless the unexcused absences are part of a signed agreement as permitted by policy.

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

In 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.

MARKETING OF PERSONAL INFORMATION

The Greene County Tech School District shall not collect, disclose, or use personal information for the purpose of marketing or for selling that information or to otherwise provide that information to others for that purpose. Personal information is defined, for the purposes of this policy only, as individually identifiable information including:

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

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

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

Legal Reference: 20 USC § 1232h (c)

MEDICATIONS

The purpose of this policy is to set forth provisions that should be followed when administering medication to students. The school acknowledges that some students may require medicine during the school day when a schedule for dispensing medication at home is not feasible. The school district's licensed school nurse, principal or designee will dispense the student's medication in accordance with the school district's policy.

DEFINITIONS:

"Prescription Medication" is a medication that can be obtained only by means of a licensed and duly authorized medical practitioner.

"Nonprescription Medication" is an over-the-counter medication that can be obtained without a licensed medical practitioner.

"Medication" is a drug or preparation of drugs in suitable form for use as a curative or remedial substance.

"School Location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property and any school-sponsored school approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

REQUIREMENTS:

Administration of prescription medication by school personnel must only be done according to the written order of a licensed medical practitioner and/or written authorization of parent/guardian. Non-prescription medication will be administered to students only with parent/guardian written authorization. Parents/guardians must fill out a form for the school nurse on the medications to be given. School personnel will dispense only oral, nasal, and topical medications unless a condition exists for which an exception is made in accordance with the requirements of this policy. A new medication consent form is required when the dosage or time of administration of the medication is changed. For daily long-term medication, a new medication consent form with appropriate signatures must be received annually. Parents shall notify the school nurse when long-term medication is to be discontinued.

Prescription medication must be brought to school by a parent/guardian in the original labeled container appropriately labeled by the pharmacy or physician. The following information must be on the label: student's full name, name and dosage of medication; time and directions for administration; the physician's name, and a current date.

Non-prescription medication must be brought to school by the parent/guardian in its original container. A student may be given Tylenol if deemed necessary by a school official ONLY after the parent/guardian has signed the student's Health Update Form granting the school official permission to administer the Tylenol.

All medications dispensed at school will be kept in a school designated locked medicine cabinet. Medications are not to be carried by students or on a school bus. The only exceptions to this are those approved by the school nurse and school administration and the following: Students with asthma/allergies who need to use their inhaler/epi-pens during the school day will be allowed to carry and be responsible for administration of their own inhalers/epi-pens only when the school has received written consent of the student's physician and parent/guardian. Students with inhalers/epi-pens will be subject to punishment under the drug policy if they allow use of their inhalers/epi-pens by any other student. Legal Reference A.C.A. § 6-18-707

MEDICATION SELF-ADMINISTRATION CONSENT FORM

A consent form must be provided for students to be eligible to self-administer asthma inhalers and/or auto-injectable epinephrine. Eligibility is only valid for this school for the current academic year. This consent form must be renewed each year and/or anytime a student changes schools. Consent forms must provide the following information:

- a written medical statement from a health-care provider who has prescriptive privileges that he/she has prescribed the asthma inhaler and/or auto-injectable epinephrine for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medication prescribed for the student;
- a statement from the prescribing health-care provider that the student possesses the skill and responsibility necessary to use and administer the asthma inhaler and/or auto-injectable epinephrine.

If the school nurse is available, the student shall demonstrate his/her skill level in using the asthma inhalers and/or auto-injectable epinephrine to the nurse. Medications for self-medication shall be supplied by the student's parent or guardian and be in the original container labeled with the student's name. The parent or guardian may choose to provide the school with additional appropriate medication for the school to have available to deal with an asthma or anaphylaxis emergency. Legal Reference A.C.A. § 6-18-707

MEGAN's LAW (SEX OFFENDERS ON CAMPUS)

The Greene County Tech School District shall work with area law enforcement in a manner consistent with applicable state law and Division of Elementary and Secondary Education (DESE)

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 or guardian great-grandparent of 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. Legal References: Division of Elementary and Secondary Education (DESE) Guidelines for "Megan's Law", A.C.A. § 5-14-132, A.C.A. § 12-12-913 (g)(3) A.C.A. § 28-9-212,

MID TERM REPORTS

The midterm grade report of student progress is provided to parents of all students to provide updated information

on academic and or behavioral performance. Midterm reports will be sent home four times halfway through each nine week quarter for parents to review and sign.

NATIONAL ANTHEM

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

1. 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
2. At least one (1) time each week during school hours.

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

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

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

Legal References: A.C.A. § 6-10-136 DESE Rules Governing the Star-Spangled Banner Act

PARENT-TEACHER COMMUNICATION

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 the conference. Each teacher shall document the participation or non-participation of parent(s)/legal guardian(s) for each scheduled conference.

If a student is to be retained at any grade level, notice of, and the reasons for retention shall be communicated promptly in a personal conference. Legal Reference: State Board of Education Standards of Accreditation 12.04.1, 12.04.2, and 12.04.3 A.C.A. § 6-15-1701(b)(3)(C)

PARENT, FAMILY AND COMMUNITY ENGAGEMENT-DISTRICT

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

1. Involve parents, families, and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parent, family, and community engagement activities;
3. Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents, families, and the community the State's academic and achievement standards, State and local student assessments and how the district's curriculum is aligned with the state's academic standards and assessments and how parents, families, and the community can work with the district to improve students' academic achievement;

5. Provide parents and families with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
7. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
8. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent, family, and community engagement programs to suit the needs of our district;
10. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
11. Provide reasonable support for other 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 parental involvement policies to examine their affect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

For more information on Parent Involvement plans, contact Kem Drake, District Parental Involvement Chair who can then direct you to the individual building contact for parental involvement information. Legal References: 20 U.S. C 6-318, A.C.A. 6-15-1702, A.C.A. 6-15-1703, A.C.A. 6-15-1704, Arkansas Department of Educational Rules Governing Parental Involvement Plans and Family and Community Engagement.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - SCHOOL

Each School in the Greene County Tech 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 school and those it serves. Therefore, each 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:

1. Involve parents, families, and the community in the development and improvement of Title I programs for the school;
2. 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;
3. 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;
4. Provide parents and families with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
5. 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;

6. 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;
7. 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;
8. Find and modify other successful parent, family, and community engagement programs to suit the needs of our school;
9. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
10. 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, each 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.

Each 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.

Each school shall, at least annually, involve parents, families, and the community in reviewing the school's Title I program and parent, family, and community engagement policy in order to help ensure their continued improvement.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand. Legal References: 20 U.S.C. § 6318, A.C.A. § 6-15-1702, A.C.A. § 6-15-1703, A.C.A. § 6-15-1704, and Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement.

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

PHYSICAL EXAMINATIONS OR SCREENINGS

The District conducts routine health screenings including hearing, vision, scoliosis (curvature of spine), and Body Mass Index (height and weight) due to the importance these health factors play in the ability of a student to succeed in school. These screenings will be conducted as required by Arkansas law. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve his/her full potential. Arkansas law requires school health screenings as follows:

VISION: All children in pre-kindergarten, kindergarten, grades one, two, four, six, and eight, and all transfer students shall receive an eye and vision screening. Teacher referrals are also screened. A child who does not pass the eye and vision screening tests, except for the color perception test, will be rescreened by the school nurse within one month of the initial screening. If the student fails the second screening, he/she shall be required to have a comprehensive eye and vision examination conducted by an optometrist or ophthalmologist within **SIXTY DAYS** of receipt of the vision screening report identifying the need for the examination.

HEARING: Hearing screenings are performed on all students in pre-kindergarten, kindergarten, and grades one, two, four, six, and eight, and all transfer students. Special education students and teacher referrals are also screened. If a student fails the hearing screening, he/she will be rescreened. If the student fails the second screening, a referral letter will be sent home.

BODY MASS INDEX (BMI): Body Mass Index screenings are performed on students beginning in kindergarten and then in even numbered grades. Students in grades 11 and 12 are exempt from these requirements.

SCOLIOSIS: Girls shall receive a scoliosis screening in grades six and eight. Boys shall receive a scoliosis screening in grade eight.

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 child out of the scoliosis and/or BMI screenings by using an opt out form or by providing certification from a physician that he/she has recently examined the student. This form is located in the front of the parent/student handbook and must be signed by a parent/guardian and returned to the school nurse. Legal References: A.C.A. § 6-18-701,(b) (c) (e)

PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

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

If a parent believes the school has not followed the requirements of this policy, the parent may appeal the multiple birth siblings' classroom placement to the Superintendent. The Superintendent's decision regarding the appeal shall be final. Legal Reference:A.C.A. § 6-18-106

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.

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

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

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

State-Required Information by August 1 of each year.
The district shall develop, with appropriate staff; school board members; and community input, a school district support plan (SDSP). The SDSP, in coordination with the District's SLIPs, shall

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

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.

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.

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

The District's Board of Directors shall hold a meeting by October 15 of each year to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting 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.
Legal References: A.C.A. § 6-15-2914, ADE Rules Governing the Arkansas Educational Support and Accountability Act, ADE Rules Governing Parental Involvement Plans and Family and Community Engagement , DESE Rules Governing Documents Posted To School District And Education Service Cooperative Websites, Standards for Accreditation 1-B.4, 3-B.1, 3-B.2, 3-B.2.1, 5-A.1. Commissioner's Memo COM-20-021.

PLEDGE OFALLEGIANCE AND MOMENT OF SILENCE
The Pledge of Allegiance shall be recited:

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

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

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

Following the recitation of the Pledge, there shall be an observance of one (1) minute of silence. During the one (1) minute of silence, each student may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Students who do not disrupt the one (1) minute of silence shall not be subject to any comments, retaliation, or disciplinary action. Legal References: A.C.A. § 6-10-115, A.C.A. § 6-16-108

PHYSICAL EDUCATION PARTICIPATION REQUIREMENT

According to Arkansas Law, attendance and participation in physical education classes and or physical activities will be required by all students unless one of the following is available:

1) Medical excuse from the doctor
2) Parent Note with explanation
3) School Nurse Excuse(must have fever, obvious injury or illness)

Excessive requests for non-participation may result in a referral to the building Student Assistance Team for possible intervention.

POSSESSION AND USE OF CELL PHONES, AND OTHER ELECTRONIC DEVICES

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

To protect the security of statewide assessments, no electronic device as defined in this policy shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan. This means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions. The prohibition in this policy does not extend to the electronic device the District provides the student for the student's use during assessment administration to the extent the student is using the District provided device to complete the assessment.

As used in this policy, "electronic devices" means any electronic divide that can be used to transmit or capture images, sound, or data which includes, without limitation

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; and
I. Digital video or audio recorder.

Misuse of electronic devices includes, but is not limited to:

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the 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 device to record audio or video or to take photographs/videos in areas where a general expectation of personal privacy exists, including but not limited to locker rooms, bathrooms or buses;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

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

Before and after normal school hours, possession of electronic devices is permitted on the school campus. The use of such devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

A parent shall obtain approval from the student's building principal before operating a student-tracking safety device at school or at a school-sponsored event if the device has recording or listen-in capability. The District requires the device's recording and listen-in technology to be disabled while the device is on the campus or at the school-sponsored event because of student privacy concerns. The District prohibits unauthorized audio and visual recordings or transmission of audio or images of other students. The student's parent shall agree in writing to the requirement for the device's recording and listening-in technology to be disabled and that the District may prohibit future use of the device on campus or at a school sponsored activity if it is determined that the devices' recording or listening-in capabilities were used in violation of this policy before the student safety tracking device may be on campus or at a school-sponsored event.

Students who use a school issued cell phones and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including suspension or

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

Use and misuse of cell phones has become a serious problem that threatens the ability of the district's schools to properly and efficiently operate its education program.

Cell phones and other electronic communication devices can, in controlled situations, offer a means to enhance student learning through their ability to access expanded sources of information. Teachers have the authority to permit student use of their cell phones for specific classroom lesson plans or projects. Students must abide by the guidelines the teacher gives for any such authorization. Students who fail to do so will be subject to the provisions of this policy governing misuse of cell phones. For the purpose of this policy, the use of a cell phone or other communication device includes any incoming call, text message, message waiting, or any audible sound coming from the phone or device.

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing technology equipment. The School District is not responsible for the destruction or theft of items mentioned above. Refer to infractions to avoid rule 13 for increased penalties for repeat offenders. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school principal's office by the student't parents or guardians. Students have no right of privacy as to the content contained on any electronic devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements.

Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion. No student shall use any wireless communication device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property. Violation may result in disciplinary action up to and including suspension.Legal Reference: A.C.A. § 6-15-2907, A.C.A. § 6-18-515, A.C.A. § 27-51-1602, A.C.A. § 27-51-1603, A.C.A. § 27-51-1609. DESE Test Administration Manual. DESE Rules Governing Student Discipline and School Safety.

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 parents of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if 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 Greene County Tech School District does not distinguish between a custodial and non-custodial parent or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary; the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

If there exists a court order which directs that a parent not have access to a student or his records, the parent or 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 their 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" 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 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.

The Arkansas Supreme Court, Department of Elementary and Secondary Education and ASBA collaborated in the creation of a form in an effort to aid juvenile intake and probation officers in acquiring necessary information for the officer to make more knowledgeable decisions/recommendations on a course of action for each juvenile's case. The Form allows for parents to authorize the officer to access certain portions of the student's education records and the parent's ESchool PLUS Home Access Center. The form, when completed by the parent and probation officer, will be sent to the district by the officer. A copy of the form, along with a background letter, may be found at http://arsba.org/policy-resources.

Legal References A.C.A. § 6-18-2601 et seq. A.C.A. § 9-29-113(b)(6), 20 U.S.C. §1232g, 20 U.S.C. § 7908 (NCLB Section 9528), 34 CFR §§ 99.3, 99.7, 99.31, 99.21, 99.22, 99.30, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64, (34 CFR 99.7 (b) (2).

PROHIBITED CONDUCT

(Refer to each building's adopted Infractions to Avoid in the Student Handbook)

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

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 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,
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. Sex-based harassment; and
22. Bullying; and
23. Operating a vehicle on school grounds while using a wireless communication device. and
24. Theft of another indivdual's personal property.

The Board directs each school in the District to develop implementation regulations for prohibited student conduct consistent with applicable Board policy, State and Federal laws, and judicial decisions. The school district reserves the right to punish behavior which is not conducive to good order and discipline in the schools, even though such behavior is not specified in the preceding written notices.

Legal References: A.C.A. § 6-18-502, A.C.A. § 6-18-707, A.C.A. § 6-15-1005, AC.A. § 6-21-609; A.C.A. § 6-18-

222, A.C.A. § 6-5-201, A.C.A. § 6-18-514, DESE Rules Governing Student Discipline and School Safety.

PROMOTION/RETENTION

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

Each time a student is assessed by use of a high-quality literacy screener, with results at least once each semester, the parents and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading, and in a parent friendly manner, the student's reading progress..

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

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

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

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

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 standardAs set by the state board and determined by a high-quality literacy screener or the statewide assessment shall include an individual reading plan for each student. An individual reading plan shall include:

1. The student's specific, diagnosed reading skill needs, including without limitation:
    - Phonemic awareness;
    - Phonics decoding;
    - Text reading fluency;
    - Vocabulary-building strategies; and
    - Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;
3. How the student's progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student may receive;
5. The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

All parents, legal guardians, or persons standing in loco parentis shall be notified in writing:

a. Of the content of their child's independent reading plan and progress on the independent reading plan throughout the year; and

b. By no later than October 1 of each year, or as soon as practicable if a student's reading need is identified after October 1:
   - Of their student's eligibility to participate in the literacy tutoring grant program;
   - The process for applying for the literacy tutoring grant program; and
   - Other information provided by DESE.

For each student who does not meet the reading standard established by the state board by the end of third (3rd) grade, including students who are promoted to the fourth (4th) grade under a good cause waiver, the District, during the subsequent summer and school year, shall :

a. Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
b. Assign the student to:
   - If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
   - If the District is unable to identify a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher:
     - With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or
     - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
c. Provide parents, legal guardians, or persons standing in loco parentis to students with a "read-at-home" plan to support student early literacy growth, which shall include evidence-based science of reading strategies and tools that are aligned to a student's individual reading plan for parents, legal guardians, or persons standing in loco parentis to use with their student;
d. Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student's eligibility for a literacy tutoring grant;
e. Be given priority to receive a literacy tutoring grant; and
f. Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned to the science of reading.

The SSP of a student in kindergarten through grade eight (K-8) who is not performing at or above grade level on the state assessment, as defined by the State Board of Education shall include a math intervention plan. The math intervention plan may include the:

1. Provision of each student with access to high-dosage, targeted math tutoring in the subsequent school year, which shall include three (3) or more tutoring sessions a week in a one-on-one or small-group setting;
2. Assignment to:
   - if the District has a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher, with a value-added model score in the top quartile statewide in math for the previous three (3) years; or
   - if the District is unable to find a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher:
     - With a highly-effective rating in the Teacher Excellence and Support System, when possible; or
     - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and
3. Provision of each student with extended time on math instruction during or after school.

All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student's math intervention plan throughout the school year.
By the end of grade eight (8), the student's SSP shall:

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

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

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

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

- 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 wave this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day. Legal References: A.C.A. § 6-15-2001,A.C.A. § 6-15-2005,A.C.A. § 6-15-2006, A.C.A. § 6-15-2907, A.C.A. § 6-15-2911, A.C.A. § 6-17-429, A.C.A. § 6-17-431, A.C.A. § 9-28-205, ADE Rules Governing the Arkansas Educational Support and Accountability Act, Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988), DESE Rules Governing Grading and Course Credit.

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 Superintendent 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.

RELIGION IN THE SCHOOLS

The First Amendment of the Constitution states that "Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof…" As the Supreme Court has stated (Abington School District v, Schempp, 374 U.S. 203) the Amendment thus, "embraces two concepts—freedom to believe and freedom to act. The first is absolute but, in the nature of things, the second cannot be." Therefore, it is the Board's policy that the school system, as an agency of the government, shall be neutral in matters regarding religion and will not engage in any activity that either advocates or disparages religion. The District shall assume no role or responsibility for the religious training of any student.

The need for neutrality does not diminish our school system's educational responsibility to address the historical role of religion in the development of our culture. Since we live in a diverse society, the District's goal shall be to address the subject of religion objectively in such a way that it promotes an understanding of, and tolerance for, each other's religious or non-religious views.

Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a

secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be such that they are objective and academically informational and do not advocate nor denigrate any particular form of religious practice.

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 Framework material than if the material is required by the Frameworks.

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 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.

The teacher in charge of each classroom may, at the opening of school each day, conduct a brief period of silence with the participation of all students in the classroom who desire to participate.* Students and employees may engage in personal religious practices, such as prayer, at any time, and shall do so in a manner and at a time so that the educational process is not disrupted.

*Legal Reference: A.C.A. § 6-10-115

Student Religious Expression

The Greene County Tech 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.[1]

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 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.[2]

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.

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 by email.

In addition to the salutatorian and valedictorian selection process as stated in the Class Rank Policy, the top three students following the salutatorian may speak during the District's graduation ceremony.

Legal References: A.C.A. § 6-10-139, A.C.A. § 6-18-101, A.C.A.§ 6-18-1201 et seq.

REMEDIATION
Any student failing to demonstrate a proficient level of achievement in reading and writing, literacy, mathematics, or as funds are available, other core academic subjects shall participate in an individual academic improvement plan specifically designed to achieve proficient-level performance standards in these areas. AR CODE 6-15-420.

REPORT CARDS
Report cards are given at the end of each nine weeks grading periods. The first and third nine weeks

midterm grades will be given out to parents during the fall and spring parent teacher conferences. Students are not to mark, deface, or destroy report cards. Parents will sign stating they have received a copy of the student's report cards.

RESIDENCE REQUIREMENTS

"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, person having legal, lawful control of the student or person 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 through twenty one (21) years whose parents, legal guardians, person 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 non-custodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education coop to which the district belongs may enroll in the district even though the employee and 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. Legal References: A.C.A. § 6-4-302, A.C.A. § 6-18-202, A.C.A. § 6-18-203, 6-28-108 & A.C.A. § 9-28-113.

SCHOOL BASED COUNSELING

The School based counseling program is provided through a cooperative agreement between the Greene County Tech School District and a board approved provided agency. This program provides school-based counseling services for students who are demonstrating a need for individual counseling services to assist them in coping with situations that interfere with their educational or emotional stability. These services are in addition to services provided

SCHOOL MEAL MODIFICATIONS

The district only provides modified meal components on menus to accommodate students with a disability. A parent/guardian wishing to request such a dietary accommodations for their student with a disability must submit a Certification of Disability for Special Dietary Needs Form completed to the district's Director of Child Nutrition, at 870-215-4417 a medical statement completed by a

State Licensed health care professional which includes:

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

The medical statement should include:

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

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

When choosing an appropriate approach to accommodate a student's disability, the District will consider the expense and efficiency of the requested accommodations. The District will offer a reasonable modification that effectively accommodates the child's disability and provides equal opportunity to participate in or benefit from the program, which may include a generic version of a product.

Parents may file a grievance regarding the request for accommodations with the 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.

The District will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs. Legal References: Commissioner's Memo FIN-09-044, Commissioner's Memo FIN-15-122, and 7 CFR 210.10(g), Commissioner's Memo CNU-17-051, Commissioner's Memo CNU-18-008, Commissioner's Memo CNU-18-023

SCHOOL CHOICE (STANDARD)

Definition

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

Transfers Into the District

Capacity Determination and Public Pronouncement

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

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such

pronouncements shall be made no later than January 1.

Application Process

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

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

Accepted Applications

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

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

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

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

Rejected Applications

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

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

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

Transfers Out of the District

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

Facilities Distress School Choice Applications

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

- The receiving district cannot be in facilities distress;
- The transfer is only available for the duration of the time the student's resident district remains in facilities distress;
- The student is not required to meet the May1 application deadline; and
- The student's resident district is responsible for the cost of transporting the student to this District's school.

Opportunity School Choice

Transfers Into or Within the District

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

Unless there is a lack of 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:
  a. The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
  b. 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 May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.

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

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection. Unless the student's application was rejected due to the application not being timely received by both the resident and non resident 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, certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

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

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

Transfers out of, or within, the District

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

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

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

Uniformed Service Member Dependent School Choice

"Uniformed service member" means an active or reserve component member of the:
United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, or United States Coast Guard;
National Oceanic and Atmospheric Administration Commissioned Officer Corps; or
United States Commissioned Corps of the Public Health Service.

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

A student shall be eligible for school choice under Uniformed Service Member Dependent School Choice if the student is a dependent of a:
Uniformed service member in full-time active-duty status;
Surviving spouse of a uniformed service member;
Reserve component uniformed service member during the period six (6) months before until six (6) months after a Title 10, Title 32, or state active duty mobilization and service; or
Uniformed service veteran who is returning to civilian status at the conclusion of the uniformed service veteran's active duty status.

A student's parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student shall submit a school choice application by mail, e-mail, or in person to the student's nonresident district and resident district. The application shall be accompanied by:
a. A copy of the identification card of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis that qualifies the student under this section; and
b. A copy of the official orders, assignment notification, or notice of mobilization of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

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

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

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

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

Unsafe School Choice Program

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

Legal References: A.C.A. § 6-1-106, A.C.A. § 6-13-113, A.C.A. § 6-15-2915, A.C.A. § 6-18-227, A.C.A. § 6-18-223, A.C.A. § 6-18-230, A.C.A. § 6-18-510, A.C.A. § 6-18-1901 et seq., A.C.A. § 6-21-812, DESE Rules Governing Public School Choice.

SCHOOL SPONSORED ACTIVITIES

School sponsored activities include, but are not limited to retreats, get-aways, lock-ins, parties, dances, athletic, and non-athletic contests, class field trips, and many other such events. It is a privilege to attend these activities and student behavior reflects greatly on the reputation of the school. All school rules regarding behavior are in effect at these activities. Any violation of the rules carries the same consequences as it would if it were to occur at school.

In the case of a serious breach of school rules at school-sponsored activity away from school, it may be necessary to send a student home. In this situation, parents will be contacted and will be expected to pick up the student from the activity or to provide transportation for the student home at their own expense. Consequences for violation of the rules include suspension and/or expulsion, will be considered by the principal upon return.

Rules for Sporting Events:

1) No running in the football stadium or the basketball gymnasium
2) Cheer for the school's team, not against the opposing team
3) Stay out of the gymnasium lobby except when going to the concession stand or the restroom.
4) Students should sit in the student sections.
5) Do not leave the gymnasium or the stadium before the game is over unless accompanied by an adult.
6) Students leaving the stadium or gymnasium before the conclusion of the game will be denied readmission.
7) The purpose for attending sporting events is to support and cheer for GCT's teams. This is accomplished by sitting in the bleachers or stands, not by loitering along the stadium fence or in the gymnasium lobby/concession area.

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 search of a student's vehicle may be conducted when there is probable cause that a student is concealing evidence of an illegal act, contraband, or substance.

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.

Dangerous items (such as firearms, weapons, knives) controlled substances, and other items which may be

used to disrupt substantially the educational process will be removed from the student's possession and will be reported and transmitted to the proper authorities.

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 Division of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other person having lawful control 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. Legal Reference: A.C.A. § 6-18-513, A.C.A. § 9-13-104, A.C.A. § 12-18-608 A.C.A. § 12-18-609, 610, 613, A.C.A. § 12-18-1001,1005.

SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

Definitions

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

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

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

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

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

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

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

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

a. Curricula;

b. Materials;
c. Tests;
d. Surveys;
e. Questionaires;
f. Activities; and
g. Instruction of any kind.

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

The 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. Note: This policy is to be developed in conjunction with parents.

Legal References: 20 USC § 1232h, A.C.A. §, and A.C.A. § 6-16-15 5 A.C.A. §6-16-1006

SEMESTER GRADES

Semester grades are to be given for all subjects in all grades. Upon successful completion of any academic class or subject with a grade of 60 or above, one half unit credit will be awarded for each semester in grades 9 through 12. Each building grades 6-12 will determine semester test exemptions and student reward programs. Students who are required to take semester exams, note that the exams will count 10% of the semester grade.

SEVERE WEATHER/SCHOOL CLOSING

If a winter storm or other emergency should prevent the Greene County Tech School District from opening or closing early for the day, the announcement will be carried by the major radio stations and other news media which regularly report the closing of areas schools. The information will be posted on the district's TV Station (City cable channel 26 and the district's web page).

SMART CORE WAIVER FORM - ARKANSAS MINIMUM GRADUATION REQUIREMENTS

Name of Student:_____

Name of Parent/Guardian:_____

Name of District:_____

Name of School:_____

Smart Core is Arkansas's college- and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college and career-readiness. All students should supplement additional rigorous coursework within their career focus.

Failure to complete the Smart Core Curriculum for graduation may result in negative consequences such as conditional admission to college and ineligibility for some scholarship programs.

STATE MINIMUM GRADUATION REQUIREMENTS

English – 4 credits

- **9th Grade English***
- **10th Grade English***
- **11th Grade English***
- **12th Grade English or Transitional English 12***

Mathematics – 4 credits (or 3 credits of math and 1 credit of Computer Science)**
•Algebra I (or Algebra I-Part A & Algebra I-Part B - each may be counted as one credit of the 4-credit requirement)
•Geometry (or Geometry-Part A & Geometry-Part B - each may be counted as one credit of the 4-credit requirement)
(All math credits must build on the base of algebra and geometry knowledge and skills.)

Science – 3 credits (or 1 biology, 1 physical science, and 1 Computer Science)**
- **ADE approved biology – 1 credit**
- **ADE approved physical science – 1 credit**
- **ADE approved third science or Computer Science Flex – 1 credit**

Social Studies – 3 credits
- **Civics* - ½ credit**
- **World History* - 1 credit**
- **American History* - 1 credit**
- **other social studies* – ½ credit**

Oral Communications – ½ credit
Physical Education – ½ credit
Health and Safety – ½ credit
Economics and Personal Finance – ½ credit (may be counted toward Social Studies or Career Focus)
Fine Arts – ½ credit
Career Focus – 6 credits
Personal Finance* – Beginning with the freshmen class of 2017-18, A.C.A. § 6-16-135 requires students to complete a course that includes specific personal finance standards in either grades 9, 10, 11, or 12.
***Category course options as listed under each applicable subject area in the ADE Course Code Management System**

****Computer Science – (optional) A flex credit of an approved Computer Science (any course starting with 465 or 565) may replace the 4th math requirement or the 3rd science requirement. Two distinct credits of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. Once the 4th math requirement and the 3rd science requirements have been met, any additional computer science credits will be recognized as career focus credits.**

Each high school student shall be required to take at least one digital learning course for credit to graduate.

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core Curriculum and am choosing to waive the Smart Core curriculum. I understand the potential negative consequences of this action as outlined on this form.

_____ _____
Parent/Guardian/Adult Student Signature **Date**

_____ _____
School Official Signature **Date**

Arkansas Department of Education— May 9, 2019

SOCIAL WORKER
The Greene County Tech School District provides social workers and programs for individual buildings including clothing closets for children in need of emergency clothing; the backpack for kids program which provides non-

perishable snacks for children to enjoy outside the school setting, the hair cut program which provides basic hair cuts for boys and girls, and the school supply program that provides assistance with basic school supplies. The social worker also provides support through home visits regarding school attendance issues. Referrals may also be made to outside agencies if the need arises for additional services.

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 handicapped students and their parents.

The Greene County Tech School District designated its Federal Coordinator as the person to coordinate Title IV, Title VI, and Title IX compliance activities for the District. Please contact the Superintendent's Office of the Greene County Tech School District, 5413 West Kingshighway, Paragould, Arkansas 72450. The telephone number is 870-236-2762. Section 504 Coordinator is the Director of Federal Programs who may be reached at 870-236-2762. Discipline procedures are consistent with the requirements that apply to students with disabilities as long as the discipline of such students is determined on a case-by-case basis in accordance with IDEA and Section 504. Legal References: A.C.A. § 6-41-102, A.C.A. § 6-41-103 34 C.F.R. part 300, 20 U.S.C. §1400 et seq. 29 U.S.C. § 794, 42 U.S.C. §12101 et seq.A.C.A. § 6-41-102, A.C.A. § 6-41-103, and A.C.A. § 6-41-201 et seq.

SPEECH THERAPY

Speech therapy is offered on a referral basis. Students are placed in speech classes based on the severity of the impediment.

STANDARDS OF CONDUCT

All students are expected to conduct themselves at all times in a manner that will contribute to the best educational environment possible which does not infringe on the rights of others. School personnel have the authority and responsibility to take customary and reasonable measures to maintain proper control and discipline among students placed under their care and supervision. Astudent who is well informed concerning his/her rights and responsibilities and the standards of behavior expected should not require disciplinary action. However, for the information of all students, and parents, infractions to avoid and recommend disciplinary actions are included in the handbook.

STUDENT ACCELERATION

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

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted

and Talented Program Coordinator. The District/school gifted and talented program Coordinator shall convene the Acceleration placement Committee and communicate with the individuals necessary for theAcceleration Placement Committee to make an informed decision, which shall include the student's parents or guardians.

While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year. The District's Gifted and Talented Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.

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

STUDENT ASSISTANCE TEAM

Greene County Tech School District has implemented Student Assistance Teams (SAT) to help develop positive interventions for students experiencing difficulties with academics, behaviors, attendance, or other school related activities. The SAT is composed of school administrators, counselors, social workers, and educators who review each student's referral individually and collectively, and make recommendations to the student's teacher(s) regarding specific strategies and/or modification that may be used to assist the student with his or her area of difficulty.The SAT team meets a minimum of once monthly to review referrals.

STUDENT ASSAULT OR BATTERY

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

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

- Materially and substantially interfere with the operation of the school; or
- 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. Legal Reference: A.C.A. § 6-17-106 (a) DESE Rules Governing Student Discipline and School Safety.

STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

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

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

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

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

impedes the learning of a student.

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

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:
    - A definition or description of the desired target behavior or outcome in specific measurable terms;
    - A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
    - A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
    - A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
    - A plan for managing a crisis situation;
    - A system to collect, analyze, and evaluate data about the student;
    - The school personnel, resources, and training needed before implementation of the BIP; and

The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

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

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

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

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

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

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

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

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

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

link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

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

"Mechanical restraint" means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.
"Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.
"Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.
"Positive behavioral support" means the application of behavior analysis that:

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

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

"Serious physical harm" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
"Supine restraint" means the restraint of a student in a face-up position on the student's back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.

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

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

The District's positive behavioral support shall include:

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

student; and

- Providing a multitiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.

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

1. A student has the right to be treated with dignity;
2. A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;
3. Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;
4. Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and
5. Problem Solving and Intervention Team

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

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

a. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
b. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
c. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

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

Physical Restraint

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

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

- use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- Use the safest method available and appropriate to the situation;
- Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;

Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;

Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and

continuously and visually observe and monitor the student while the student is under physical restraint.

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

When imminent danger or serious physical harm to the student or others dissipates;

- If a medical condition occurs that puts the student at risk of harm;
- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- After the threat of imminent danger of serious physical harm to the student or others dissipates; or

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

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

At no time shall school personnel use the following on a student:
- Mechanical restraint;
- Chemical restraint;
- Aversive behavioral interventions that compromise health and safety;
- Physical restraint that is life-threatening or medically contraindicated; or
- Prone restraint or other restraint that restricts the breathing of a student.

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

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

Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel:
- The student's problem-solving and intervention team;
- The student's IEP team; or
- The student's 504 Plan team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.
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 unabled 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 positive behavioral supports system and prevention techniques in order to minimize future use of physical restraint; and

If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:

- Reevaluate the training needs of school personnel;
- Reevaluate the physical restraint policy and practices; and
- Develop a plan to prevent a future incident.
- At a debriefing meeting, school personnel shall:

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

a. The student;
b. The student's parent; and
c. Other school personnel or students who witnessed the incident.

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

- Submitted to the building principal;
- Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
- Maintained as part of the student's education record along with other documents consulted during the debriefing meeting. Legal Reference: A.C.A. 6-18-2401 et seq.

STUDENT DISCIPLINE

The Greene County Tech School 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 includes

- 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 implementation of positive behavioral supports in accordance with policy 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 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.

Legal reference: A.C.A. § 6-17-113, A.C.A. § 6-18-502, A.C.A. § 6-18-514, A.C.A. § 6-18-2401 et seq. DESE Rules Governing Student Discipline and School Safety

STUDENT DRESS AND GROOMING

The Greene County Tech Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process, because they are immodest, disruptive, unsanitary, unsafe, could cause property damage, or are offensive to common standards of decency. The Administration shall establish student dress codes for the District's schools, to be included in the student handbook, and are consistent with the above criteria. 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. This prohibition does not apply, however, to a costume or uniform worn by a student while participating in a school-sponsored activity or event.

A student shall not be disciplined or discriminated against based upon the student's natural, protective, or cultural hairstyle. A student's natural, protective, or cultural hairstyle includes without limitation afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls, and hair styled to protect hair texture or for cultural significance.

Legal References: A.C.A. § 6-10-137 A.C.A. § 6-18-502(c)(1), A.C.A. § 6-18-503(c)

STUDENT ELECTRONIC CHECKOUT DEVICE AND INTERNET USE AGREEMENT

The Greene County Tech School District agrees to allow the Student listed above ("Student") to use the District's technology to access the Internet under these terms and conditions. These terms and conditions apply when the access is through a District or student-owned electronic device. For purposes of this Agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data.

Internet access is coordinated through a content filtering system and a complex association of government agencies, region, and state of Arkansas networks. In addition, the smooth operation of the network relies on the proper conduct

of the end-users, who must adhere to strict guidelines. These guidelines are stated below so that you are aware of each Student's responsibilities. In general, this requires efficient, ethical, and legal use of the network resources. If these provisions are violated, then a student's e-mail and student access account will be terminated, and future access can be denied.

Students and parents/guardians understand that the Greene County Tech School District DOES NOT have control over information found on the Internet. While GCT makes every attempt to block access from inappropriate material and monitor computer activities, the Student is ultimately responsible for the usage of any school-owned device. It is the parent/guardian's responsibility to supervise the information that a student is accessing from the Internet while at home.

1. Conditional Privilege: The Student's use of the District's access to the Internet is a privilege conditioned on the Student abiding by this Agreement. No student may access the District's Internet through a District or student-owned electronic device unless the Student and his/her parent or guardian have read and signed this Agreement. If a signed agreement is not on file, students will be granted limited internet access for state-required online assessments only. The signed Agreement will be effective until September 1 of the following year and should be reviewed before that deadline. Internet access will be revoked if a current agreement is not on file.

2. Acceptable Use: The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, Student agrees to obey all federal laws and regulations and any State laws, rules, and regulations. Student also agrees to abide by any Internet use rules instituted at Student's school or class, whether those rules are written or oral.

3. Penalties for Improper Use: If Student violates this Agreement and misuses the Internet, 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."

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 that 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 on the Internet or in an e-mail unless it is a necessary and integral part of the Student's academic endeavor. Personally identifying information includes full name, address, and phone number.
   q. using the network for financial or commercial gain without district permission;
   r. theft or vandalism of data, equipment, or intellectual property;
   s attempting to gain access or gaining access to student records, grades, or files;
   t. introducing a virus to, or otherwise improperly tampering with the system;
   u. degrading or disrupting equipment or system performance;
   v. creating a web page or associating a web page with the school or school district without proper

authorization;

w. providing access to the District's Internet Access to unauthorized individuals;
x. failing to obey school or classroom Internet use rules; or
y. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the District or any of its schools.
z. Installing or downloading software on district computers without prior approval of the technology director or his/her designee.
aa. Unauthorized connection of privately owned computers or electronic devices to the District network.

Network Etiquette: Students are expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

- Be polite. Do not get abusive in your messages to others
- Use appropriate language. Do not swear or use vulgarities or any other inappropriate language
- Illegal activities are strictly forbidden.
- Be cautious when sharing your personal address or phone number, or those of students or colleagues in and outside the District network
- Note that e-mail is not guaranteed to be private. The District Technology Staff has access to all mail and messages relating to or in support of illegal activities and may be reported to the proper authorities.
- Do not use the network in such a way that disruption would occur to other users on a network
- All communication and information accessible via the network should be assumed to be private property of the District.
- Use the Internet for only educational purposes.
- Do not intentionally access or maintain access to materials that are "harmful to minors" as defined by Arkansas law.
- Do not use the Internet for any illegal activity, including computer hacking and copyright or intellectual proper law violations.
- Making unauthorized copies of computer software is forbidden.
- Access to off-campus e-mail accounts, "Chat rooms, discussion forums, etc., is NOT allowed unless authorized by the instructor for a class activity and directly supervised by a staff member.
- Transmitting or producing content or messages with abusive or profane language or content of messages with the intent to harass, insult, or verbally attack others is considered cyberbullying and will NOT be tolerated.
- Do not print or post anonymous messages. District Technology Staff will be able to track these on the District Network.
- Unauthorized use of encryption software is forbidden.
- Unauthorized downloading or streaming of video files, audio files, games, programs, and software is prohibited.
- Do not vandalize or tamper with data of another user.
- Gaining or attempting to gain unauthorized access to resources or files is forbidden.
- Do not identify with another person's name or password, use an account or password of other users, allow another person access through the use of your or other Student's username and password.

Do not divulge personally identifying information about yourself or other individuals either on the Internet or in an e-mail.

- Unauthorized use of the District's computers for financial or commercial gain is forbidden.
- Do not tamper with the district network or intentionally introduce viruses.
- Do not create a web page or associate a web page with the school or school district without proper Authorization.
- Do not degrade or disrupt equipment or network performance.
- Do not provide access to the District's computers or Internet access to unauthorized individuals.
- Parents/guardians should supervise Student's use of devices.
- Students should not use the webcam features to take photos or videos or use the microphone features to record another student or teacher unless for academic purposes, and only with the other person and teacher's consent.
- Do not place stickers or anything with adhesives, writing or drawing on, engraving, or otherwise defacing the laptop or case are not allowed and will result in loss of privileges and disciplinary action.

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

Estimated Repair Costs: The Greene County Tech School District realizes that some issues related to laptop/iPad

devices may not have a monetary value, and some issues could be repaired by District Technology Staff, however, lost or stolen devices or vandalism could result in the following charges:

- Laptop Replacement-$400.00
- iPad Replacement- $200.00
- Power Adapter or Charger, 65 watt-$25.00 (lost or broken)

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, District-owned device, or District account, then 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, school administrators, and or law enforcement.

7. **No Guarantees:** The District will make good-faith efforts to protect children from improper or harmful material 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. The Neighborhood Children's Internet Protection Act (PL 106-554, 47 USC 254 (h) (l)) requires districts to hold at least one public hearing on its proposed Internet safety policy.

Laptop/iPad Policies and Procedures

This Agreement represents an outline of the Laptop Policies and Procedures for checking out to use these devices off-site for instruction. By signing this Agreement, students and parents/guardians agree to follow the policies and procedures prior to signing this Agreement. Access to the Greene County Tech School District computers and systems is a privilege, not a right. Violating the regulations may be cause to deny a student access to the Greene County Tech School District computers and systems or may result in more serious disciplinary action(s) and financial obligations.

General Care of Laptop/iPad

- Treat laptops/iPad with care and respect. The laptop and case are the property of the Greene County Tech School District and should be kept clean and free of marks at all times.
- Treat the laptop/iPad with care by not dropping it, getting it wet, leaving it outdoors, leaving it near pets, or using it with food or drink nearby.
- Turn in damaged laptop/iPad to the Technology Department for repair or replacement. Parents/guardians and students are not authorized to attempt repairs themselves or contract with any other individual or business for the repair of the device.
- Keep the laptop/iPad closed when transporting.
- Do not lift the laptop/iPad by the screen/lid. Make sure there is nothing on the keyboard before closing the lid (Ex. Pens, pencils, headphones).
- Do not leave the laptop/iPad in an unsecured area.
- Do not leave the laptop/iPad to anyone.
- Protect the laptop/iPad by unplugging the power supply and other peripherals when transporting device.
- Use laptop/iPad on a flat, stable surface such as a table as they could break if dropped.
- Protect the laptop/iPad from extreme heat or cold.
- Do not put objectives on top of laptop/iPad such as books, musical instruments, sports equipment, etc.
- Use care when plugging in power cords or headphones.
- Turn off laptop before placing in carrying case. Devices should be turned off or in "sleep mode."
- Laptop/iPad should not be stored under soft items such as pillows, chairs, sofa cushions, or blankets. This could cause the device to overheat and could result in damage to the device.
- Do not tamper or remove the inventory device barcode sticker. Students will face disciplinary action for tampering with or removing bar code stickers.

Students who withdraw from school will be required to turn in laptop/iPad devices before withdrawing. Students who check out district devices will be required to turn them in at the end of the school year at the assigned times to be determined for routine maintenance and imaging for the upcoming school year. If there is a unique problem with a device, you agree to fill out a repair request form and include it in the bag with the device with notations on specific

problems noted. This will help District Technology Staff to repair devices quickly and more efficiently.

STUDENT ELECTRONIC DEVICE INSURANCE

Parents/Students have the option to purchase device insurance for the amount of $20.00 which will cover repairs and replacement of one device (Laptops, iPads, or chargers). This fee will cover the current school year ONLY. The student must return this agreement PRIOR to being issued a device and charger. You MUST return the insurance fee with the agreement to purchase the device insurance.

_ I WISH TO PARTICIPATE in the device insurance policy and will include cash or a check for $20.00. (Checks should be made payable to "GCT" for the exact amount.)

_____ I DO NOT WISH TO PARTICIPATE in the device insurance policy.

I UNDERSTAND THAT LOST OR STOLEN ITEMS ARE NOT COVERED BY INSURANCE.
ANY DAMAGED ITEM MUST BE RETURNED TO SCHOOL TO BE COVERED BY INSURANCE.

Estimated Repair Costs:

- Laptop replacement - $400.00
- iPad replacement - $200.00
- Power adapter or device charger - $25.00

Additional insurance fee for a second device will be $40.00 and can be purchased if the first device is replaced. The third device insurance fee will be $100.00. After three (3) devices are damaged, students could be denied use of a District device.

*By signing this form, the student and the student's parent/guardian certify that they have carefully read, understand, and accept the terms and conditions of the checkout device agreement (full check out agreement is on a separate document) which will govern the student's possession and use of the device and charger issued to the student by the Greene County Tech School District. The student and the student's parent/guardian also certify that they will comply with these terms at all times.

Grade:_____ Student's Homeroom Teacher: _____
Printed Student Name: _____
Student Signature _____ Date_____
Parent/Guardian Signature_____ Date_____

STUDENT HANDBOOK COMMITTEE

Parents, students, and school district personnel, including teachers, counselors, administrators, and community representatives shall be involved in the development and annual review of the school student discipline policies and school safety policies.

STUDENT SEX DISCRIMINATION AND SEX-BASED HARASSMENT

The Greene County Tech School District is committed to providing an academic and work environment that treats all students and employees with respect and dignity. Student achievement is best attained in an atmosphere of equal educational and employees opportunity that is free of discrimination. Sex-based harassment is a form of sex discrimination that undermines the integrity of the educational environment and will not be tolerated.

The District believes the best policy to create an educational and work environment free from sex discrimination and sex-based harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sex-based harassment.

The informational materials and training on sex-based harassment shall be age appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to:

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

Definitions

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sex-discrimination or sex-based harassment.

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

"Complaint" means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged sex discrimination or sex-based harassment.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination or sex-based harassment.

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

1. A District employee:
    a. Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct; or
    b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
    a. Unwelcome; and
    b. Is subjectively and objectively offensive and so severe, or pervasive, and objectively offensive that it limits or denies a person the ability to participate in or benefit from the District's education program or activity; or based on the totality of the circumstances or
    c. Constitutes:
    d. Sexual assault;
    e. Dating violence
    f. Domestic violence; or
    g. Stalking.

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

Within the educational environment, sex-based harassment is prohibited between any of the following: students; employees and students; and non-employees and students. Actionable sex-based harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sex-based harassment will depend upon all of the surrounding circumstances and may occur regardless of the sex(es) of the individuals involved. Depending upon such circumstances, examples of sex-based harassment include, but are not limited to:

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students or employees as to sexual activity or performance;
- Circulating or showing e-mails or Web sites of a sexual nature;
- Treatment based on an individual's pregnancy or pregnancy related conditions;

- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the individual self-identifies as homosexual or transgender.

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

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- explain to the complainant the process for filing a formal complaint.
- Provide the complainant information on the District's grievance procedures.

Title IX Coordinator Initiated Complaint

In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, the Title IX Coordinator shall determine whether to initiate a complaint. When determining whether or not to initiate a complaint, the Title IX Coordinator shall consider the following factors, at a minimum:

1. The complainant's request not to proceed with initiation of a complaint;
2. The complainant's reasonable safety concerns regarding initiation of a complaint;
3. The risk that additional acts of sex discrimination or sex-based harassment would occur if a complaint is not initiated;
4. The severity of the alleged sex discriminator sex-based harassment, including whether it would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
5. The age and relationship of the parties, including whether the respondent is a District employee;
6. The scope of the alleged sex discrimination or sex-based harassment, including information suggesting a pattern, whether the sex discrimination or sex-based harassment is ongoing, or the sex discrimination or sex-based harassment is alleged to have impacted multiple individuals;
7. The availability of evidence to assist a decision maker in determining whether sex discrimination or sex-based harassment occurred; and
8. Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

After considering these and other relevant factors, the Title IX Coordinator may initiate a complaint if the Title IX Coordinator determines that the conduct as alleged:

A. Presents an imminent and serious threat to the health or safety of the complainant or other person; or

B. Prevents the District from ensuring equal access on the basis of sex to its education program or activity.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall notify the complainant prior to doing so and appropriately address reasonable concerns about the safety of the complainant or others, which may include providing supportive measures.

Supportive Measures

The District shall offer supportive measures to the complainant and make supportive measures available to the respondent that are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party before or after the filing of a formal complaint or where no formal complaint has been filed. The District shall provide the individualized supportive measures to the complainant unless declined in writing by

the complainant and shall provide individualized supportive measures that are non-disciplinary and non-punitive to the respondent. A complainant who initially declined the District's offer of supportive measures may request supportive measures at a later time and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

The Title IX Coordinator shall designate an individual to whom the District's providing, denying, modifying, or terminating of supportive measures may be appealed. The designated individual shall have authority to modify or reverse the District's decision if it is determined that the decision to provide, deny, modify, or terminate the supportive measure(s) was inconsistent with the definition of supportive measures. A party shall have the opportunity to seek additional modification or termination of a supportive measure applicable to them if there is a material change in circumstances.

Students With Disabilities

If a complainant or respondent is a student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team or the student's 504 team to ensure compliance with the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973 throughout the grievance process.

Formal

Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by phone, by mail, or by email. Upon receipt of a complaint, a District shall simultaneously provide the following written notice to the parties who are known:

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sex-based harassment including sufficient details known at the time to allow the parties to respond to the allegations. Sufficient details include:
  - The identities of the parties involved in the incident, if known;
  - The conduct allegedly constituting sexual harassment; and
  - The date and location of the alleged incident, if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- A Statement that retaliation is prohibited.
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant and not otherwise
- impermissible to the complaint of sex-based harassment; and
- That the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

The District may consolidate complaints of allegations of sex-based harassment where the allegations of sex-based harassment arise out of the same facts or circumstances and the complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

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

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to

do so for the grievance process;

- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation ; this includes evidence:
  - Whether obtained from a party or other source,;
  - The District does not intend to rely upon in reaching a determination regarding responsibility; and
  - That is either Inculpatory or exculpatory; and
- Create an investigative report that fairly summarizes relevant evidence.

At least five days (5) days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least five days (5) days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

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

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- To the party proposing the questions, provide an explanation to the party proposing regarding any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

No Earlier than five (5) days following the completion of the investigation period, the decision-maker, shall issue a written determination regarding responsibility. The written determination shall include:

1. Identification of the allegations potentially constituting sex discrinimaton or sex-based harassment;
2. A description of the procedural steps taken from the receipt of the 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 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 District was unable to identify the respondent after taking reasonable steps to do so.
- The respondent is no longer employed enrolled at the District; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the complaint or allegations therein or
- The District determines the conduct alleged in the complaint, even if proven, would
- not constitute sex discrimination or sex-based harassment

Upon the dismissal of a complaint for any reason, the District shall promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties. The Title IX Coordinator may delegate the investigation or the determination as necessary to prevent a conflict from arising or the appearance of bias, including hiring an individual or individuals to conduct the investigation or to act as the decision-maker when necessary.

Appeals

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

a. The existence of a procedural irregularity that affected the outcome of the matter;
b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
d. An appeal of the disciplinary sanctions from the initial determination.

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality

Reports of sex discrimination and sex-based harassment, complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:

- individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;

- Submit a report to the Professional Licensure Standards Board for reports alleging sex-based harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.

Except as listed above, the District shall keep confidential the identity of:
- Any individual who has made a report or complaint of sex discrimination;
- Any individual who has made a report or filed a complaint of sex-based harassment;
- Any complainant;
- Any individual who has been reported to be the perpetrator of sex discrimination;
- Any respondent; and
- Any witness.

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

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

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

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

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

Barriers to reporting
The Title IX Coordinator shall monitor for barriers to reporting information about conduct that reasonably may constitute sex discrimination or sex-based harassment and shall take steps reasonably calculated to address such barriers.

Records
The District shall maintain the following records for a minimum of seven (7) years:
- Each sex discrimination or sex-based harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the

District's education program or activity;
- Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sex discrimination or sex-based harassment, which must include:
    - The basis for the District's conclusion that its response was not deliberately indifferent; and
    - Document:
        - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
        - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.
        - Records documenting the actions the District has taken to meet its obligations to eliminate sex discrimination, including reviewing barriers to reporting potential sex discrimination and the employee notification requirements, regarding each notification the Title IX Coordinator received of information about conduct that reasonably may constitute sex discrimination.
        -

Legal References: 20 USC 1681 et seq., 34 C.F.R. Part 106, A.C.A. § 6-15-1005. A.C.A. § 6-18-502, and A.C.A. § 12-18-102.

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 transportation of the student to the nearest 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.

STUDENT INSURANCE

Greene County Tech School District provides supplemental accident insurance during school time for all students grades K-12, and supplemental athletic insurance for students involved in school sponsored activities. Greene County Tech will provide an insurance form. (NOTE) It is the responsibility of the parents and or guardians to complete and distribute insurance papers to doctors, hospitals, rehab locations, and etc. and to file an accident report with the school insurance company. For additional student information please contact the appropriate athletic director.

STUDENT MEDIAAND THE DISTRIBUTION OF LITERATURE

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

Definitions

"School-sponsored media" means all student media that are:
- Supported financially by the school;
- Supported by the use of school facilities; or
- Produced in conjunction with a class.

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

"Student media" means any means of communication that are:
- Prepared, substantially written, published, or broadcasted by a student;
- Distributed or generally made available, either free of charge or for a fee, to members of the student body; and

- Prepared under the direction of a student media advisor.

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

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

Student Media

While the District recognizes a student's right of expression under the First Amendment of the Constitution of the United States, School-sponsored media does not provide 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 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 is over the age of eighteen (18).
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

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

A student or group of students who distribute ten (10) or fewer copies of the same non-school sponsored literature, publications, or materials (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-sponsored materials shall have school authorities review their non-school-sponsored materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school-sponsored materials, prior to their distribution and will bar from distribution those non-school-sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and

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

Legal References: A.C.A. § 6-18-514, A.C.A. § 6-18-1201 et seq., Tinker v. Des Moines ISD, 393 U.S. 503 (1969), Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986)., and HazelwoodSchool District v. Kuhlmeier, 484 U.S. 260 (1988).

STUDENT MEDICATIONS

The purpose of this policy is to set forth provision that should be followed when administering medication to students. The school acknowledges that some students may require medicine during the school day when a schedule for dispensing medication at home is not feasible. The school district's licensed school nurse, principal or designee will dispense the student's medication in accordance with this policy.

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.

DEFINITIONS:

"Prescription Medication" is a medication that can be obtained only by means of a licensed and duly authorized medical practitioner.

"Nonprescription Medication" is an over-the-counter medication that can be obtained without a licensed medical practitioner.

"Medication"- is a drug or preparation of drugs in suitable form for use as a curative or remedial substance.

"School Location"- includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property and any school-sponsored school approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

REQUIREMENTS:

Administration of prescription medication by school personnel must only be done according to the written order of a licensed medical provider and/or written authorization of a parent or legal guardian.

Unless authorized to self-administer, authorized by a physician's order 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, and complete a form for the school nurse on the medication(s) to be given. The form must also be completed by a parent or legal guardian on each self-administered medication in case of an inhaler and/or epi-pen. When the medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity and type of the medication(s). School personnel will dispense only oral, nasal, and topical medications unless a condition exists for which an exception is made in accordance with the requirements of this policy. For daily long-term medication, a new medication consent form with appropriate signatures must be received annually. Parents shall notify the school nurse when long-term medication is to be discontinued.

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

Schedule II Medications

The scheduled II medications that are permitted and verified by the school nurse that are brought to school shall be stored in a double locked cabinet. Also doctor verification of not only attendance by doctor's prescription that state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extra-curricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those approved by the school nurse, shall NOT be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans. Non-prescription medication must be

brought to school by the parent or legal guardian in its original container.

A student may be give Tylenol if deemed necessary by a school official ONLY after the parent or legal guardian has signed the student's annual Health Update Form granting the school official permission to administer the Tylenol. 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.

All medications dispensed at school will be kept in a school designated locked medicine cabinet. Medications are not to be carried by the students or on a school bus. The only exceptions to this are those approved by the school nurse and school administration and the following: Students with asthma/allergies who need to use their inhalers/epi-pens during the school day will be allowed to carry and be responsible for administration of their own inhalers/epi-pens only when the school has received written consent by the student's physician and parent or legal guardian. Students with inhalers/epi-pens will be subject to punishment under the drug policy if they allow use of their inhalers/epi-pens by any other student. Legal Reference A.C.A. § 6-18-707, A.C.A. § 6-18-1005 9a) (6); , A.C.A. § 6-17-87-103 (11); A.C.A. § 20-13-405.

MEDICATION SELF-ADMINISTRATION CONSENT FORM

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

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

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

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

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

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

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

A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or combination does not require the student to have such on his/her person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress does 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 be administered Glucagon, insulin, or both in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

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

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

Consent forms must provide the following information:

1. A written/typed medical statement from a health-care provider who has prescriptive privileges that he/she has prescribed the asthma inhaler and/or auto-injectable epinephrine for the student and that the student needs to carry the medication on his/her person due to a medical condition;
2. The specific medication prescribed for the student;
3. A statement from the prescribing health-care provider that the student possesses the skill and responsibility necessary to use and administer the asthma inhaler and/or auto-injectable epinephrine.

Prescribed medications for self-administration must be supplied by the student's parent or legal guardian and be in the original container labeled with the student's name. The parent or legal guardian may choose to provide the school with additional appropriate medication for the school to have available to deal with an asthma or anaphylaxis emergency. Legal Reference A.C.A. § 6-18-707.

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 in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. An IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of Glucagon in emergency situations; and
2. A current, valid consent form on file from their parent or guardian.

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

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

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

Emergency Administration of Epinephrine

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

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

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

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other trained school employee designated by the school nurse as

a care provider who has been certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other trained school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

Emergency Administration of Albuterol

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

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

The school nurse for each District school shall keep albuterol on hand. The school nurse or other 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-opiod 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-opiod.

Emergency Administration of Emergency Adrenal Insufficiency Medication

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

1. 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.

Notes: A.C.A. § 17-87-103 (11) provides for the administration of Glucagon, insulin, or both to students suffering from diabetes. Districts are not under any obligation to "recruit" volunteers and 4.06 of the Rules explicitly states that no employee shall be pressured into volunteering.
1 The time frame in this paragraph is not statutorily mandated and may be changed to
better suit your district and the employment contract of the school nurse. Any changes you make, however, need to address the need for students to have their medications
through the last day of school and the reality of parent's work schedules.
2 This policy offers two different options regarding permissibility of students attending
and participating in classes while taking Schedule II medications. Be sure only one option is included in the adopted policy and delete the "Option One" or "Option Two" language after your selection along with the language for the unchosen option in the final version. Be sure to consult with your school nurse when selecting an option.
3 Here is a helpful, but not all-inclusive, list of prohibited Schedule II medications: Opium, morphine, codeine, hydromorphone (Dilaudid), methadone, meperidine (Demerol), cocaine, oxycodone (Percodan), amobarbital, pentobarbital, sufentanile, etorphine hydrochloride, phenylactone, dronabinol, secobarbital, and fentanyl.
4 A student who has surgery or is in an accident may be taking a Schedule II medication outside of those a student may take and be
6 The training may be received through by a nationally recognized organization experienced in training laypersons in emergency health treatment or other persons approved by the Department of Health. Examples of National programs are those provided by the American Heart Association and the American Red Cross. The certification refers to the memorandum of understanding provided by the physician authorizing the school nurse and trained school personnel to administer the medication.

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities, Division of Elementary and Secondary Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin and Glucagon to Arkansas Public School Students with Diabetes, A.C.A. § 6-18-701, A.C.A. § 6-18-707, A.C.A. § 6-18-711, A.C.A. § 6-18-714, A.C.A. § 6-18-717, A.C.A. § 6-18-720, A.C.A. § 6-18-721, A.C.A. § 17-87-103 (11)and 14 , A.C.A. § 20-13-405.

STUDENT NAME, TITLE, OR PRONOUN

Unless a District employee has the written permission of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student or the student if the student is an emancipated minor or over eighteen (18) years of age, a District employee shall not address a student with a:

1. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
2. Pronoun or title that is inconsistent with the student's biological sex.

A student shall not be subject to discipline for declining to address a person using a:

a. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
b. Pronoun or title that is inconsistent with the person's biological sex.

Legal Reference: A.C.A. § 6-1-108

STUDENT ORGANIZATIONS/EQUAL ACCESS

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

1. The meeting is to be voluntary and student initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. The meeting must occur during non-instructional time;
4. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.

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

societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled. Legal reference: A.C.A. 6-5-201 et seq.

Student clubs that provide group activities which are in conformance with the educational objectives of the school system are to be encouraged to the extent that they contribute to the training and development of the student. Such clubs shall be under the direction and supervision of regular school personnel and in conformity with the policies of the Board. Student clubs must be approved by principals and any fund raising projects must have prior approval of the building principal. Legal Reference to add: A.C.A. § 6-21-201 et seq., A.C.A. § 6-10-132 A.C.A. § 6-18-601 et seq. 20 U.S.C. 4071 Equal Access Act Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990), A.C.A. § 6-18-601 et seq. ACT 1264 of 2015.

STUDENT PARTICIPATION IN SURVEYS

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

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

Section Two: No surveys shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before the survey is administered or distributed by a school to a student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey. The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration
of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

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

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

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

1. A student's name;
2. The name of the student's parent or member of the student's family;
3. The address, telephone number, or email address of a student or a member of a student's family;
4. A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;
5. Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

The rights provided to parents under this policy transfer to the student when he/she turns 18 years old. Legal References: 20 USC § 1232h (a), (b), (c) [NCLB Act of 2001, Part F, Section 1061 (c) (1)(A)(i)(ii)(B), (2)(A)(i)

(ii)(B)(C)(ii), (5)(A)(ii)(B), (6)(C)(F)(G)] ACA § 6-18-1301 et seq.

STUDENT RECORDS-PRIVACY

This notice informs parents and eligible students of their rights concerning educational records maintained by the Greene County Tech School District. The rights include those of access to the records, opportunity to challenge such records, limitation on disclosure, and provisions to file a complaint with the Department of Education. These rights are explained and require school systems to provide parents and eligible students (18 years and older) the opportunity to challenge the contents of the record when they believe it contains information that is inaccurate, misleading, or an invasion of the student's right to privacy. This does not apply to grades. Limit disclosure of information from the student's records to those who have written consent of the parent or eligible student or to officials specifically permitted under the law (such as GCT officials) to those of other schools in which the student seeks to enroll, and under certain conditions and for specific purposes to local, state and federal officials.

STUDENT SURVEYS OR QUESTIONNAIRES:

Greene County Tech School District shall not administer or permit to be administered a questionnaire or survey that requests or requires a student to supply any personal identifying information unless written permission is obtained from the student's parental or legal guardian. A permission form is found in the front of the parent/student handbook. "Survey or Questionnaire" means a list or group of questions, responses to which are provided to a person or entity other than a public school district, the Department of Education, or any branch of the federal government.

STUDENT TRANSFERS

Transfer applications received by the District shall be placed on the Board's next meeting agenda.1 At least five (5) days before the meeting where the transfer application appears on the agenda, the superintendent shall notify the Board regarding:

- All transfer applications received since the last meeting; and
- The superintendent's recommendation concerning each transfer application.
-

Each transfer application shall be considered individually and receive a separate vote by the Board. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a student who submits a transfer application shall be given at least five (5) minutes to present the student's case for a transfer to the Board. The District may reject a nonresident's application for admission if its acceptance would necessitate the addition of staff or classrooms, exceed the capacity of a program, class, grade level, or school building, or cause the District to provide educational services not currently provided in the affected school. The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

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.Astudent transferring from home school will be placed in accordance with policy on homeschooling. 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 require 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. The following factors, (not to be considered inclusive) will be considered in accepting student transfers:

1. A student has been previously enrolled in the GCT District and wishes to continue enrollment at GCT.

2. A student of senior classification cannot complete graduation requirements in another school district and wished to complete his/her high school education.
3. A parent of the student is an employee of the GCT District.
4. Students have been placed in the GCT District by court order or other legal decree.
5. Students desire to complete course work not available in another district.
6. Other student or family extenuating circumstances.

The following factors, (not to be considered inclusive) will be considered in granting student transfers:

1. A student who has completed the junior year of another high school prior to relocating in the Greene County Tech School District.
2. A parent of the student is a fulltime employee of the receiving district.
3. A family who has begun construction of a home in, another district with a completion date in the semester of the request.
4. Has the student had a previous transfer approved by the GCT Board?
5. Other student or family extenuating circumstances.

Students who change residence during the semester will be allowed to apply for a transfer during the semester.Transfer applications due to extenuating circumstances may be considered for recommendation by the Superintendent at the date of receipt.All other transfer requests will be considered prior to the beginning of each semester. The deadline for application for transfer for the fall semester will be July 10. The deadline for the spring semester will be December 10. Legal References: A.C.A. § 6-15-504, A.C.A. § 6-18-316, A.C.A. § 6-18-317, A.C.A. § 6-18-510, A.C.A. § 9--28-113(b)(4), A.C.A. § 9--28-205

STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

"Multiple occupancy room" means an area in a District building that is designed or designated to be used by one (1) or more individuals at the same time and in which one (1) or more individuals may be in various stages of undress in the presence of other individuals, which includes, without limitation, a restroom, locker room, changing room, or shower room.

"Sex" means the physical condition of being male or female based on genetics and physiology, which may be demonstrated by the sex identified on a student's original birth certificate.

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student's sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

- custodial, maintenance, or inspection purposes;
- To render emergency medical assistance;
- To address an ongoing emergency, including without limitation a physical altercation;
- To accommodate individuals protected under the Americans with Disabilities Act; or
- To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

Legal Reference: A.C.A. § 6-21-120

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 make 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. All automobiles and motorcycles will be properly registered by the principal of the school to provide identification of the vehicle. The appropriate principal of the school will develop additional policies and regulations as may be required to insure the safety and well-being of all students and adults. It shall be considered a student privilege to operate a vehicle on the school campus. The violation of these rules will result in the immediate loss of this privilege.

STUDENT VISITORS

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

STUDENTS WHO ARE FOSTER CHILDREN

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

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

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

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

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

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

If a foster child was enrolled in a District school immediately prior to completing his/her graduation requirements while detained in a juvenile detention facility or while committed to the Division of Youth Services of DHS, the District shall issue the child a diploma. For additional training items refer to: http://dese.ade.arkansas.gov/Offices/public-school-accoutability/federal-programs/Foster%20Care%20Liaison.

Foster Child School Choice

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

By July 1 of the school year in which the student seeks to transfer under this section, the superintendent shall notify the foster parent, or the foster child if the foster child is eighteen (18) years of age, in writing whether the application has been accepted or rejected. If the application is accepted, the superintendent shall state in the notification letter a

reasonable deadline for the foster child to enroll in the new school or the District and that failure to enroll by the date shall void the school choice acceptance. If the application is rejected, the superintendent shall state in the notification letter the reason for the rejection and that the foster parent, or the foster child if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State board within ten (10) days of receiving the notification letter.

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

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

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

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

- Graduates from high school; or
- Transfers to another school or school district under:
    a. The Foster Child School Choice Act;
    b. Opportunity Public School Choice Act of 2004;
    c. The Public School Choice Act of 2015; or
    d. 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. Legal Reference: A.C.A. § 9-28-113, ACA 6-18-223

STUDENT WITHDRAWLS

When a student plans to withdraw or leave school, the principal should be notified in advance so that copies of the students' records can be prepared to send to the receiving school. On the last day that the student will be in attendance, he or she should pick up a withdrawal form from the office to take to the counselor, librarian, and to all classes throughout the day so that grading information can be recorded by all subject level teachers.

SUDDEN CARDIAC ARREST SYMPTOMS AND WARNING SIGNS

Sudden Cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectantly. When this happens, blood stops flowing to the brain and other vital organs. SCA doesn't just happen to adults; it takes the lives of students too. However, the causes of sudden cardiac arrest in students and adults can be different. A student's SCA will likely result from an inherited condition, while an adult's SCA may be caused by either inherited or lifestyle issues.

SCA is NOT a heart attack. A heart attack may cause SCA, but they are not the same. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the heart to suddenly stop beating.

Although SCA happens unexpectantly, some people may have signs or symptoms, such as:

- Fainting's or seizures during exercise;
- Unexplained shortness of breath;
- A racing heart;
- Dizziness;
- Chest pains; or
- Extreme fatigue.

These symptoms can be unclear in athletes, since people often confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

There are risks associated with continuing to practice or play after experiencing these symptoms. When the heart stops, so does the blood that flows to the brain and other vital organs. Death or permanent brain damage can occur in just a few minutes. Most people who experience SCA die from it. All student athletes and their parents/guardians must read and sign a form in the front of the

handbook after reviewing the warning signs of SCA. The form must be returned to school prior to any participation in any athletic activity. A new form must be signed and returned each school year.

Guidelines for Removal of a student from activity

If a student faints or loses consciousness while participating in or immediately following an athletic activity, the athletic director/coach/athletic trainer shall remove the student from participation in the athletic activity at that time.

If a student exhibits any of the symptoms described in the above signs and symptoms while participating in or immediately following an athletic activity and an athletic trainer reasonably believes that the symptom is cardiac related, the athletic trainer may remove the student from participation in the athletic activity at that time.

A coach who observes a student exhibiting any of the symptoms described in the above signs and symptoms while participating in or immediately following an athletic activity shall notify the parent or legal guardian of the symptom(s) their student exhibited.

A student who is removed from participation in an athletic activity shall not be permitted to return to participation in an athletic activity until the student is evaluated and cleared for return to participation in writing by a medical physician licensed in the state of Arkansas.

SUSPENSION FROM SCHOOL

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

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

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

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

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

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

OSS shall not be used to discipline a student for skipping class, excessive absences, or other forms of truancy.

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

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

When possible, notice of the suspension, its duration, and any stipulations for the student's 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:

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

The district shall keep a log of contacts attempted and made to the parent, 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. Legal References:A.C.A. § 6-18-507, Goss v Lopez, 419 U.S. 565 (1975) DESE Rules Governing Student Discipline and School Safety.

TARDIES AND CHECKING OUT EARLY

Tardies

Students detained by a teacher should request a note from that teacher to take to the next class to excuse tardiness.

- Excused tardies include: a late bus; a conference with another teacher, the principal, or the counselor; severe weather conditions; a physician's appointment; or other medical reasons.
  The student must bring a note from his/her parents or physician to the office when securing a tardy slip.
- Unexcused tardies include: being on campus, in hall, restroom, gym, or office without trying to get to class on time, getting up late, talking too long in the hall, on campus or at locker too long.

First period tardy slips will be issued from the main office. Tardy slips issued any other period except 1st will be issued by the teacher.

Leaving Campus - Check Out

Students will only be allowed to check out for illness, medical and dental appointments, court, serious illness or death in the immediate family, and other extenuating circumstances as determined by the principal. Permission will only be given to those students who provide a note to the principal from the parent/guardian. Students must also bring a note to have an opportunity to obtain an excused absence on the day of their return. When a student is sick and needs to go home, someone in the nurse's office will call the parents/guardian for transportation. Students are under the jurisdiction of school authorities from the moment they enter campus or arrive at the bus stop.

TELEPHONE USE

The office phone is available for students to use for emergencies only, with permission from office personnel. No personal phone calls will be allowed.

TEXTBOOKS

State owned textbooks in all subjects shall be provided to all students without costs in grades K-12. State owned books that are lost or damaged must be paid for in accordance with the nature of the damage and the age of the book. The amount to be charged for lost or damaged books is determined by the replacement cost of the book. When it is definitely established that a textbook has been lost, the principals should be notified of the type of book lost. Students are to pay for a lost textbook in the office. The student will be given a receipt, which should be shown to the teacher. If the textbook is found, the student should take it and the receipt to the office. After proof has been established that the book has been recovered a refund will be issued to the student.

TITLE IX

In June 1972, Congress passed Title IX of the Education Amendments, a law which affects virtually every educational institution in the country. The law prohibits discrimination by sex in educational programs that receive federal funds. The law states in part that "no person in the Unites States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance". Male and female students must be eligible for benefits, services and financial aid without discrimination on the basis of sex. The designated grievance officer is the Assistant Superintendent who may be reached at (870)-215-4400 ext. 1011.

TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED 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-pipes, or under any other name or descriptor.

Legal Reference: A.C.A. § 6-21-609

TRANSPORTATION, BUSES

RIDING A BUS SHOULD BE REGARDED AS A PRIVILEGE NOT A RIGHT

Students must ride Greene County Tech provided transportation to off campus events to be eligible to participate. Students may ride with his/her parent only after the event is over and after proper written permission has been delivered to the appropriate event sponsor. In the event of extenuating circumstances, parents may seek alternative arrangements by contacting the specific building level administrator. Students are considered in school (class) from the time they reach the bus stop in the morning until they are let off the bus in the afternoon. Students should be at the bus stop at the scheduled time. Stand back about 10 feet from the bus stop and wait until the door is opened prior to moving closer to the bus. Do not play on the highway or road. If a student misses the bus, do not attempt to hitch hike a ride to or from school.

While loading and unloading, enter or leave the bus orderly and quickly. While riding the bus, students are under the supervision of the driver and must obey the driver at all times. Students are expected to conduct themselves in a manner such that they will not distract the attention of the driver or disturb other riders on the bus (which includes keeping your hands to yourself, be reasonably quite, attend to your own business, and leave other students alone).

Students are not to tamper with any of the safety devices such as door latches, fire extinguishers, and etc. Students must remain in assigned seats while the bus is in motion and must not move seats unless the bus is stopped and permission is granted by the driver.

Nuisance items are not permitted and include: knives, sharp objects of any kind, pets, other living items, firearms, and etc. Students are not to put their hands, arms, heads or bodies out of the window. Students are not to yell at anyone outside of the bus. Students are not to deface the bus or any school property. Students are not to write on the bus or damage seats. Students should not throw paper, food or other objects on the floor of the bus or out of the bus windows. Students are not to eat on the bus. No smoking is allowed at any time on a school bus.

The aisle of the bus should be kept clear at all times from books, lunches, coats, and feet, which should not be in the aisles at any time. Students should not ask the driver to let them off the bus at any other stop than the designated stop unless a written bus note from the principal's office is provided. If students must cross the road or highway to enter the bus, they should try to be on the right side of the road while waiting for the bus. If a student should arrive at the stop just as the bus approaches the stop, students should wait until the bus has come to a complete stop and then the driver has signaled to cross in front of the bus. Students who must cross the road after leaving the bus in the afternoon must cross the road only after the driver has signaled to do so. Students cannot ride any other bus except their own. Permission must be secured from the principal's office in the form of a bus pass, should a student need to get off at an alternate location. This statement does not cover all of the do's and don'ts, but is a very specific guide. The driver may find it necessary to interpret these policies in light of specific bus route needs. "The administration may exercise more extreme action in situations where student misconduct on school district buses negatively impacts the learning environment of the regular school day. For example, just suspending a student from the bus for bullying another student will not protect the victim from being bullied during the regular school day. Therefore, more serious infractions, such as bullying, must be addressed as a violation of school rules and not just a violation of bus rules."

General Bus Rules:

- Obey instruction of drivers at all times.
- Stay in assigned seat facing front of bus at all times.
- Keep hands, feet, and other objects to yourself
- Noise should be kept at a low classroom voice.
- Be at bus stop at assigned time, students wait on buses, buses do not wait on students.

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 designee, will provide district personnel with information regarding the "fair use" doctrine of the U.S. Copyright Code as detailed in the "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals" and "Guidelines for Educational Uses of Music."

Use of Copyrighted Works in Digital Transmissions

Definitions

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

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

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

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

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

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

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

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

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

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

A. The use of the copyrighted work(s), whether in whole or in part, must be a part of regular

classroom instruction and must be directly related and of material assistance to the course content;

B. The extent of a copyrighted work that is used must comply with one or more of the following criteria:
   - The entirety of a non dramatic literary or musical work may be used. A non dramatic literary work includes poems and short stories. A non dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.
   - Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary and musical works may only be used in the same amount as set forth in the requirements for a face-to-face classroom while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.
   - Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
   - Works primarily produced or marketed for use in the digital education market may not be transmitted.
   - Works the teacher had knowledge or reasonably believes to be unlawfully made or acquired may not be used.
   - Mediated Instructional activities may not be transmitted.

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

The teacher and the District librarian shall work together when making digital copies of copyrighted work from physical or analog versions and shall fulfill the following requirements:
- The amount converted is only the amount allowed by law; and
- The District has no digital copy of the copyrighted work available; or
- 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.

Legal Reference: 17 USCS § 101 to 1010 (Federal Copyright Law of 1976)

VIDEO SURVEILLANCE

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

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

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

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than 3 days 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.
Legal References: 20 USC 1232(g)

VISITORS TO THE SCHOOLS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this requirement. Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge. Parents wishing to speak to their children during the school day shall register first with the office.

Visitors to the school are directed to not use a device to:

- Record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms; or
- Create, send, share, capture, or post audio, video, or photographs of District students unless the visitor"
    - Has received permission to do so by someone authorized to grant such permission on behalf of the student or the student if the student is eighteen (18 years old);
    - Received authorization from the District to do so on behalf of the District; or
    - Is required to do so as part of the individual's job duties, including a member of the media.

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so. Visitors who are disruptive become "trespassers" as defined in A.C.A. § 6-21-606. As such, they lose their right to be on campus. Legal References: A.C.A. § 6-21-606, A.C.A. § 6-21-607

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 Building principals 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" means that: 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; and

- 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 volunteer to have a currently suspended or revoked educator license or

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 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.

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. In addition to volunteers wishing to participate in the registered volunteers program, clear background checks are required for:

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. Legal References:A.C.A. §§ 6-17-301, A.C.A. § 6-17-410, A.C.A. § 6-17-411, A.C.A. 6-17-414 A.C.A. § 6-17-428, A.C.A. § 6-18-110, A.C.A. § 6-22-101 et seq.A.C.A. §§ 12-12-1601 et seq.A.C.A. § 12-18-402 A.C.A. § 12-18-909(g)(21) A.C.A. § 21-13-101 et seq. Division of Elementary and Secondary Education Rules Governing Background Checks, Division of Elementary and Secondary Education Rules Governing the Code of Ethics for Arkansas Educators

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

WEB SITE PRIVACY POLICY

The Greene County Tech 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 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). The site provides for email communication between the District and individuals for the purpose of exchanging information regarding the District and its activities or between teachers and their students. The site may also provide for password protected communication between the District and its staff.

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 School Nutrition and Physical Activity Advisory Committee (SNPAAC) 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 SNPAAC 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 committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, 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 school's district's support plan (SDSP) 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 SNPAAC 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 SNPAAC 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 SNPAAC will meet at least quarterly. Meeting dates for the SNPAAC will be placed on the District's calendar.

School Health Coordinator

To assist the SNPAAC 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 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 SNPAAC, 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. Enforce existing physical education requirements and 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 insure 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.[11] 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 Disrict'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 teacher's 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 incure an academic penalty for expressing breast milk or for breastfeeding the student's child on the District's campus; and
- Astudent 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 SNPAAC to:
- Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.;
- Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;
- Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games; and
- 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.
Legal: References Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq.
amended by PL 111-296 (Section 204) of 2010. (Section 204 is codified at 42 U.S.C. 1758(b))
Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.7 C.F.R. § 210.18, 7 C.F.R. § 210.31, A.C.A. § 6-16-158, A.C.A. § 6-18-234, A.C.A. § 6-18-718 719, A.C.A. § 6-20-709, A.C.A. § 11-5-116, A.C.A. §§ 20-7-133, 134, and 135, DESE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols, Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School. Commissioner's Memo CNU-17-010,
Commissioner's Memo CNU-17-013, Commissioner's Memo CNU-17-016, Nutrition Standards for Arkansas Public Schools

District Website

The District will place on its website:

1. 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 and special meetings of the school board;
    e. The district's budget for the ensuing year;
    f. A financial breakdown of monthly expenditures of the district;
    g. The salary schedule for all employees including extended contract and supplementary pay amounts;
    h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
    i. The district's annual budget;
    j. The annual statistical report of the district;
    k. The district's personnel policies;
    l. The annual School Performance Report;
    m. School-Level Improvement Plans;
    n. The School District Support Plan;
    o. Student discipline policies;
    p. Comprehensive School Counseling Plan;
    q. The District financial policies;
    r. Student handbooks;
    s. The Annual Report to the Public;
    t. The parent, family, and community engagement plan;
    u. The Immunization waiver report from Policy 4.57—IMMUNIZATIONS;
    v. School District Calendar;
    w. List of statutory, rule, or Standards for Accreditation waivers the District has received under A.C.A. § 6-15-103;
    x. The District's Teacher and Administrator Recruitment and Retention Plan:
    y. The total amount of State funds used for teacher salaries;

Legal References: A.C.A. § 6-11-129, A.C.A. § 6-15-1402, A.C.A. § 6-15-2006, A.C.A. § 6-15-2101, A.C.A. § 6-15-2914, A.C.A § 6-17-429, A.C.A. § 6-17-2403, A.C.A. § 6-18-702, A.C.A. § 6-18-2001 et seq., A.C.A. § 6-41-606, A.C.A. §6-41-611, DESE Rules Governing How to Meet the Needs of Children With Dyslexia, DESE Rules Governing the Arkansas Educational Support and Accountability Act, DESE Rules Governing Act 1240 Waivers, DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites, Standards For Accreditation 12.02.1, 1-B.2, 2-B.1, 2-H.2, 3-A.1, 3-A.2, 3-A.9, 3-B.1, 3.B.2.1, 5-A.1, 20 U.S.C. § 1232 g, 15 U.S.C. § 6501 (COPPA), 34 C.F.R. § 106.8, and 34 C.F.R. § 106.45.

Greene County Tech

High School

Parent/Student Handbook 2024-2025

Greene County Tech High School Schedule

Daily Schedule - Class Times

Main Office Opens 7:00
Duty Teachers Report 7:20
Teachers Report 7:30
Breakfast 7:20-7:47

First Bell 7:42

Period		
1		7:47-8:44
2nd Chance Breakfast		8:40-8:48
2		8:48-9:35
3		9:39-10:26
4		10:30-11:17
5	**Lunch**	**11:17-11:47**
	Class	11:21-12:08
6	**Lunch**	**12:08-12:38**
	Class	11:51-12:38
7		12:42-1:29
8		1:32-2:15
9		2:18-3:05

All Students	3:05
Teachers Dismissed	3:30

2024-2025
ATLAS TEST DAY
BELL SCHEDULE

First Bell 7:42
Tardy Bell 7:49

Period		
1		7:47-8:30
2nd Chance Breakfast		8:25-8:35
	Testing Period	8:35-10:15
2		10:19-10:59
3		11:04-11:44
4a	**Lunch**	**11:44-12:14**
4a	Class	12:17-12:55
4b	**Lunch**	**12:25-12:55**
4b	Class	11:48-12:25
5th & 6th	Period Classes	12:58-1:38
7		1:41-2:20
9		2:23-3:05

All Students	3:05
Teachers Dismissed	3:30

Greene County Tech High School Mission Statement

The administration, faculty and staff of Greene County Tech High School believe that each student can achieve mastery of essential skills to his or her maximum potential. Student growth through knowledge, ability and character through study, training and experience is a cooperative effort of students, parents, faculty and administration. We accept the responsibility to teach and guide all students, challenging them to increase performance in all areas.

INFRACTIONS TO AVOID-

The following actions are considered major infractions of proper conduct and will subject the student to disciplinary action. Disciplinary actions may range from a minimum of warning to a maximum of expulsion and/or notification of law enforcement officials if required. Students will be in violation of a rule whether the conduct takes place on the school grounds at any time, off school grounds at a school supervised activity, or event, or traveling to and from school or at a visited school.

Below each rule is a standardized list of disciplinary actions to be taken. Normally this list will be adhered to in alphabetical order after each occurrence. However, the administration may exercise more extreme action in severe situations or in situations which a student has been involved in other rule infractions. The Superintendent shall have discretion to modify such expulsion requirements for a student on a case by case basis.

Rule 1: DISOBEDIENCE TOWARD A SCHOOL OFFICIAL OR DISREGARD OF DIRECTIONS OR COMMANDS (INSUBORDINATION).

A. Detention hall/corporal punishment/in school suspension
B. In school suspension for three days
C. Three day suspension from school
D. Five day suspension from school
E. Recommendation for expulsion for the remainder of the semester with loss of credits.

Rule 2: TRUANCY

A student shall not be absent from school without parent's and/or school authorities prior knowledge and consent. After arrival on campus, a student absent from his/her assigned learning station without permission from school authorities shall be considered as truant. (Ark. Stat. 80 1509, 80 1512).

A. In school suspension for three days
B. In school suspension for five days
C. In school suspension for 10 days
D. Referral to ALE

Rule 3: POSSESSING, BUYING OR SELLING OBSCENE LITERATURE

A. In school suspension for three days.
B. Three day suspension from school
C. Five day suspension from school probation
D. Recommendation for expulsion from school with loss of credits.

Rule 4: DANGEROUS WEAPONS

A student shall not possess, handle or transmit explosives, guns, of any type or any illegal knives of any type, or any other object that might be considered a weapon or dangerous weapon. (Act. 1150 of 1999)

A. Out of school suspension up to 10 days with the possibility of recommendation for expulsion from school for the remainder of the semester with loss of credits.
B. Recommendation for expulsion from school for remainder of the semester with loss of credits.

A student 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.

Rule 5: FAILURE TO COMPLY WITH RECOMMENDATION OF SCHOOL HEALTH OFFICIALS TOWARD THE CONTROL OF INFECTIOUS DISEASE.

A. Suspension from school until the disease is controlled.

Rule 6: LEAVING DESIGNATED AREA WITHOUT PERMISSION

After arrival on the school campus a student shall not leave a designated area without permission from school authorities. (Ark Stat. 80 1512).

A. Detention 3 days.
B. One day In School Suspension/Corporal Punishment
C. In School Suspension for three days (parent notification).
D. Three day suspension from school
E. Recommended expulsion from school with with loss of credits for the semester.

Rule 7: STUDENTS UNDER THE INFLUENCE OF, HAVING POSSESSION, DISPENSING, OR SALE OF ALCOHOLIC BEVERAGES DURING THE REGULAR SCHOOL DAY AND DURING EXTRA CURRICULAR ACTIVITIES.

A. Out of school suspension up to 10 days with the possibility of recommendation for expulsion from school for the remainder of semester A. with loss of credits.
B. If the incident falls in the 2nd or 4th Quarters, a recommendation for expulsion from school for the remainder of the current semester and the subsequent semester with loss of credits. The student will be reported to the appropriate law enforcement agency.

Rule 8: ALL PRESCRIBED MEDICATION AND OVER THE COUNTER DRUGS MUST BE CHECKED IN THROUGH THE NURSE'S OFFICE UPON ARRIVAL AT SCHOOL.

A. Informal Suspension (In-School Suspension)
B. Ten day suspension from school

Rule 9: STUDENTS RECEIVING OR DISPENSING OF OVER THE COUNTER MEDICATION DURING EXTRA-CURRICULAR ACTIVITIES AND THE REGULAR SCHOOL DAY.

A. Five Day Suspension
B. Ten Day Suspension

Rule 10: STUDENTS BUYING, SELLING, UNDER THE INFLUENCE, HAVING POSSESSION, HUFFING/INHALING, RECEIVING OR DISPENSING OF A CONTROLLED SUBSTANCE, PRESCRIBED MEDICATION, PRESCRIBED MEDICATION OF ANOTHER PERSON, OVER THE COUNTER MEDICATION, ILLEGAL SUBSTANCE, LOOK-ALIKE SUBSTANCE, AND OTHER PROHIBITED MATERIAL DURING THE REGULAR SCHOOL DAY AND DURING EXTRA-CURRICULAR ACTIVITIES. (Act 888 of 1995)

A. Recommendation for expulsion from school for the remainder of semester with loss of credit for incidents occurring in the 1st and 3rd quarters.
B. If the incident falls in the 2nd or 4th Quarters, a recommendation for expulsion from school for the remainder of the current semester and the subsequent semester with a loss of credits..
C. If a student is in possession of a vape, knowingly or unknowingly, that contains a banned substance that caused or can cause an adverse reaction, the student will be recommended for expulsion with loss of credits.

Rule 11: VAPING, SMOKING AND TOBACCO
A student shall not smoke or possess tobacco, E-Cigarettes, Vapes, or any other nicotine product in any school area or at any time.
All students are prohibited by Arkansas Law (Act 728 of 1977) from smoking on a school bus. (Ark. Stat. 41 2465).
Use and/or Possession of tobacco products:
A. 5 Days ISS and participation in a tobacco cessation program
B. 3 Days OSS
C. 5 Days OSS
D. Recommendation for expulsion for remainder of the semester with loss of credits

Distributing of tobacco and/or vape products:
A. 3 Days OSS or 3 Days ISS and participation in a tobacco cessation program
B. 5 Days OSS
C. 10 Days OSS
D. Recommendation for expulsion for remainder of the semester with loss of credits.

Vaping: A student shall not use or possess a vape /vape products on the GCT school grounds or any school functions at any time. If a student is found using a vaping device containing any chemical that causes an adverse medical condition then the following consequence will apply:
A. Out of school suspension up to 10 days with the recommendation for expulsion from school for the remainder of the semester with a loss of credit.

Rule 12: DANGEROUS INSTRUMENTS, CONTRABAND AND NUISANCE ITEMS
A student shall not possess, handle or transmit a knife, razor, or any other object that might reasonably be considered a weapon or dangerous instrument or any contraband materials, shockers, laser pointers, lighters, etc.

A. In school suspension for three days.
B. Three day suspension from school
C. Five day suspension from school probation
D. Recommendation for expulsion from school with a loss of credit.

Rule 13: CELL PHONE AND ELECTRONIC DEVICES
Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden. Electronic devices include but not limited to the following list: phone, laptop, smart watch, tablet, camera, and gaming devices. The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. The school district is not responsible for the destruction or theft of electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the content contained on any electronic devices that have been confiscated. Use and misuse of cell phones has become a serious problem that threatens the ability of the district's schools to properly and efficiently operate its education program. Teachers may provide direction to students on proper use for cell phones in each class.
Consequences for Misuse of Digital Devices
A. Item seized and given back to student at the end of the day.
B. Item seized and parent conference required for retrieval

Consequences for Misuse of Digital Devices that violate Digital Citizenship (Electronic Devices/Digital Citizenship)
A. Item seized at beginning of school day and may be retrieved at the end of that school day

B. Item seized at beginning of three school days and may be retrieved at the end of each day
C. Item seized at the beginning of five school days and may be retrieved at the end of each day

Rule 14: PHYSICAL ABUSE OR ASSAULT BY A STUDENT ON A SCHOOL EMPLOYEE/STUDENT

A student who commits assault and/or battery upon a member of the faculty or staff of the Greene County Tech School District shall be expelled from the District for the remainder of the school year with alternate plan for credit. (Ark. Stat. 41 1601, 41 3104, 80 1905). If a student assaults another student then the act could result in expulsion for the remainder of the semester/year with loss of credit and a report made to the local authorities based on the severity of the occurrence.

A. Recommended expulsion from school for the remainder of the school year with a loss of credit.

Rule 15: FIGHTING/THREAT OF PHYSICAL VIOLENCE

When students fight, every effort will be made to determine who is at fault. When a cooling off period is needed, both students may be immediately suspended until an effort to determine fault is made. Alternate punishment may be applied with regard to actual involvement (Ark. Stat. 4108).

A. Five day suspension from school
B. Ten day suspension from school
C. Recommendation for expulsion for the remainder of the semester with a loss of credit.

Rule 16: DISORDERLY CONDUCT

A student shall not engage in behavior which produces situations in which instruction or activities of other students are adversely affected. (Ark. Stat. 41 2969)

A. Detention/Corporal Punishment
B. I.S.S.
C. Three day suspension from school
D. Five day suspension from school
E. Recommendation for expulsion from school with loss of credit.

Rule 17: BULLYING

The Term Bullying is often overused and misunderstood. Two students who have a disagreement that leads to either a verbal or physical confrontation is not bullying. Bullying is usually repeated behavior where one student attempts to intimidate and /or harass another student. However, it does not have to be repeated. On the other hand, in some instances, it is the repeated behavior that defines it as bullying. When trying to determine whether or not a situation is bullying the best way to do it is to consider, "Is the student being picked on?"

Definitions

"Attribute" means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;
"Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

- Physical harm to a public school employee or student or damage to the public school employee's or student's property.

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

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

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

- Building a fake profile or website of the employee;
- Posting or encouraging others to post on the Intenet private, personal or sexual information pertaining to a school employee;
- Posting an original or edited image of the school employee on the Internet;
- Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
- Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- 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;
- Signing up a school employee for a pornographic Internet site; or
- 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,

"Harrassment" 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:

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

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

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

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

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

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

    a. That a credible report or complaint of bullying against their student exists;
    b. Whether the investigation found the credible report or complaint of bullying to be true;

c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;

5. Make a written record of the investigation, which shall include:

a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
b. Any action taken as a result of the investigation; and

6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

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

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

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

Copies of this policy shall be available upon request.

Consequences:

Minimum: Warning
Maximum: Expulsion with loss of credit

Rule 18: BOMB THREATS

A student who calls in a bomb threat and/or any other threat to the students and employees will be referred to the legal authorities and charged with a Class D felony. (Act 567, 2001).
A. Recommended for expulsion from school for not less than one calendar year with loss of credits.

Rule 19: TERRORISTIC THREATENING

By law, local law enforcement officials must be notified whenever a felony or an act of violence may have been committed or threatened
to be committed on campus or at school functions. ACT 1520 of 1999 states that "Whenever the principal or their person in charge of a public school has personal knowledge or has received information leading to a reasonable belief that any person has committed or has threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision, the principal or the person in charge shall immediately report the incident or threat to the superintendent of the school district and the appropriated local law enforcement agency. ACT 1217 will require that parents be notified immediately.
A. Out of school suspension up to 10 days with the possibility of recommendation for expulsion from school for the remainder of semester with loss of credits.

Rule 20: INDECENT EXPOSURE AND SEXUAL HARASSMENT

A student shall not deliberately commit indecent exposure in school nor shall a student make improper sexual advances toward another person. Sexual advances include suggestions, overtures, vocal or physical action of a sexual nature, and will not be tolerated. Physical assault that is sexual in nature will result in a recommendation for expulsion and the filing of charges with legal authorities. Any other nonphysical sexual advances, unless of a repeated nature, will result in suspension from school. (Ark. Stat. 41 1811, 41 1812)

A. Five day suspension and probation.
B. Recommendation for expulsion for the remainder of the semester with loss of credits.

Rule 21: OVERT AFFECTION (PDA)

A student shall not use physical contact such as hugging, kissing, petting, or holding hands with another student that convey a connotation that can be judged as sexually explicit during the regular school day, school functions, at home and away, and during extra curricular activities.

A. Conference and Warning/detention 3 days.
B. In school suspension or corporal punishment.
C. Three day suspension from school
D. Five day suspension from school probation
E. Recommendation for expulsion from school with loss of credit

Rule 22: PROFANITY, VERBAL ABUSE, OBSCENE GESTURES, OR WRITTEN ABUSE

A student shall not use profane, violent, vulgar, abusive or insulting language at any time. A student shall not use physical gestures that convey a connotation of obscene or highly disrespectful acts, infringe upon the rights of others, or cause or begin an overt and immediate disruption of the education process. These rules apply to all school activities and extracurricular activities. (Ark. Stat. 41 2908, 41 2910, 41 2922, 41 2923).

A. Detention, In school suspension or corporal punishment.
B. 3 days ISS/OSS
C. 5 days ISS/OSS
D. Recommendation for expulsion from school for remainder of semester with loss of credits.

Rule 23: DAMAGE OR DESTRUCTION OF PROPERTY OR THEFT OR EXTORTION

A student shall not damage or attempt to cause damage or steal or attempt to steal the property of another student or any other person or of the school district. The Greene County Tech 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 1903, 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).

A. 3 days ISS/OSS
B. 5 days ISS/OSS
C. Recommendation for expulsion from school for remainder of semester with loss of credits.

Rule 24: FORGERY AND/OR FALSIFICATION OF PROFESSIONAL NOTES AND/OR GENERAL INFORMATION

A student shall not forge another person's name to nor falsify telephone numbers and addresses on general information forms, notes from home or professional notes

A. In school suspension/or other appropriate disciplinary action.
B. Three day in school suspension.
C. Three day suspension from school
D. Recommendation for expulsion from school with loss of credits.

Rule 25: CHEATING
A student shall not cheat on tests or other assignments nor shall a student aid other students in cheating on tests or other assignments.
A. Student receives zero and must call parent.
B. Student receives zero on test and three days in school suspension.
C. Five days suspension from school probation
D. Recommendation for expulsion from school for the semester with loss of credits.

Rule 26: GAMBLING
A student shall not engage in any game of chance on school premises at any time. (Ark. Stat. 41 3261, 41 3262).
A. In school suspension/corporal punishment.
B. Three days I.S.S.
C. Five day suspension from school probation
D. Recommendation for expulsion from school for the remainder of the semester with loss of credits.

Rule 27: GUM
Careless use of or disposal of gum in the drinking fountains and on the furniture and floors brings endless problems relating to sanitation and cleaning. Popping or smacking gum can also become a distraction within the educational process.
A. Disciplined by the teacher.
B. Sent to the principal's office.

Rule 28: LOITERING BY SUSPENDED STUDENTS
A student provided written notification that because of an act of misbehavior he/she is prohibited from being in a school building or on a school campus for a specified period of time shall not enter any school building or be present on any school grounds. (Ark. Stat. 41 2914, 80 1906, 80 1915).
A. Students shall be arrested and charged in accordance with Arkansas Law.

Rule 29: GANGS AND GANG ACTIVITY
Gangs, secret societies, or other similar groups, whether organized in the community or in other settings, are prohibited on the school grounds and campus and at any school-sponsored activity. Gang-related activity—whether genuine or a pretense—that is identified by school officials will result in a minimum (5) day out-of-school suspension up to a maximum of expulsion for the remainder of the semester, the remainder for the school year, for one calendar year, or permanently. Students who are arrested for gang-related offenses, regardless of where the offense may have occurred, may be expelled for the remainder of the semester, for the remainder of the school year, for one calendar year or permanently, depending on the circumstances of the arrest. Gang-related activities include but are not limited to such activities as wearing apparel associated with gangs, displaying gang insignia, "throwing signs" or other gestures or language (however expressed) associated with gangs, intimidation, and threats.

Rule 30: NEGLECT OF TEXTBOOKS/LIBRARY BOOKS/SCHOOL ISSUED E DEVICES
Textbooks/Library Books are provided for student use. Students are not to leave their textbooks /Library Books /School Issued E Devices in the halls, floors, gym bleachers, cafeteria tables, stage, or any place outside where weather can damage them. Students will be charged replacement cost for lost or damaged textbooks/Library Books.
A. Corporal punishment or detention.
B. One day of in school suspension.
C. Three days of in school suspension.
D. Three day suspension from school

Rule 31: CAFETERIA REGULATIONS

Courtesy is always commendable and we need to be courteous in our cafeteria. We would appreciate your cooperation in complying with the following rules:

1. Stay in line and do not break, push, or run.
2. Have money or lunch number ready for cashier.
3. Be polite to fellow student and especially to the cafeteria workers.
4. Remove trays and milk cartons from your table.
5. A place will be provided for those students who bring their own lunch. If a student finishes his meal early, he/she should leave.
6. Food is to be eaten in the cafeteria. No food is to be carried out.
7. Students are to behave in an orderly manner in the cafeteria.
8. After finishing his meal a student should leave his eating area clean.
9. Students are not permitted to use the south cafeteria doors during cold weather.

A. Conference and warning.
B. In school suspension or corporal punishment.
C. Out of school suspension.
D. Recommendation for expulsion for the semester with loss of credits.

Rule 32: ACTIVATING FIRE ALARM

A student shall not activate, tamper with, or damage any fire alarms on campus.

A. 10 day out of school suspension.
B. Recommendation for expulsion from school for not less than one year with loss of credits..

Rule 33: DRESS AND GROOMING

It is important that schools have some regulations concerning dress and appearance of students. The dress and appearance of students should in no way disrupt and impede the maintenance of a proper educational atmosphere in the classroom or on the campus. It should never be of such a nature as to result in distraction of other students. Specific regulations that should be observed are as follows:

1. The wearing of muscle shirts, net tops, tank tops or the wearing of any shirt that shows any part of the student's undergarments are prohibited. Any straps of a top layer shirt must be at least 1 inch wide and cover all straps of any undergarments. Also, see through or open back shirts are prohibited.
2. Article of clothing that has inappropriate advertising or suggestive language, or suggestive markings are not permitted.
3. Hip Huggers, low cut or strapless blouses and blouses with spaghetti straps are not to be worn.
4. No bare skin is to be visible between shirt and pants/skirt. No cleavage or midriffs are to be showing.
5. Students are prohibited from wearing, while on school grounds during the school day and at school sponsored events, clothing that exposes underwear, buttocks, or breasts.
6. Dresses, shorts, or skirts which are less than a 5 inch inseam
7. Bicycle shorts (Spandex) will not be allowed as an outer garment.
8. Spikes and chains on clothing or hanging from clothing will not be permitted.
9. Taps will be prohibited on boots and shoes. Shoes with built in wheels shall not be worn to school for safety reasons.
10. Head coverings will not be worn in buildings, except those worn for religious reasons (i.e. hijab). Prohibited items include bandanas, head scarves, hats, or any other head covering that is not worn for religious reasons.
11. Sun glasses are not to be worn in buildings, except for medical reasons.
12. Any facial jewelry considered distracting or disruptive to the learning environment will not be allowed.

13. "Sagging" of the trousers will not be permitted. No underwear should be seen.
14. No rips or tears in clothing that show skin that are above mid-thigh.
15. No pajamas, lounge pants, or house shoes are permitted.

*Parents may be called to either bring clothes for the student to change, or pick up their child to take home with the absence being counted if the dress code is violated.

A. Warning
B. One day in-school suspension
C. Three days in-school suspension
D. Five days out of school suspension with probation
E. Recommendation for expulsion with loss of credit

Rule 34: PERSISTENT DISREGARD FOR SCHOOL RULES GOVERNING SERIOUS PROBLEMS

A student who persists in acts of misconduct after reasonable efforts have been made by the school to secure the student's adherence to the established rules may be recommended for expulsion. Efforts toward behavior modification will be made prior to recommendation for expulsion except when very serious offenses have been committed.

A. Five day suspension
B. Ten day suspension from school
C. Recommendation for expulsion for the remainder of the semester with loss of credit.

Rule 35: BEHAVIOR NOT COVERED ABOVE

Greene County Technical School District reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline in the schools during the school day and during activities, even though such behavior is not specified in the preceding written rules. PRINCIPALS MAY ALTER SEVERITY OF PUNISHMENT BASED ON CIRCUMSTANCES AND OTHER CONDITIONS.

Rule 36: DISRESPECTFUL BEHAVIOR TOWARD OTHERS

Minium: Warning
Maximum: Expulsion with loss of credits

Rule 37: STUDENT FOUND IN POSSESSION OF CONTENT OF A SEXUAL NATURE (PRINT AND/OR ELECTRONIC FORMATS)

All students in possession of sexually explicit material will be referred to the SRO and/or local law enforcement. A student being in possession of this type of material will have disciplinary action at school and could also receive legal charges from the authorities according to the law.

A. 3 days OSS, loss of cell phone privileges for the rest of the semester and notification of the police
B. 5 days OSS, loss of cell phone privileges for the rest of the year and notification of the police
C. 10 days OSS and recommendation for expulsion with loss of credit

Rule 38: VIOLATION OF PARKING AND DRIVING REGULATIONS

A student using any type of vehicle (bicycle, motorcycle, automobile, truck) as a means of transportation to and from school shall not violate the rules and regulations set forth by the principal of the school. Because parking is a privilege if something is deemed distracting to the learning environment then the principal has the right to ask for it to be removed. Students in grades nine through twelve may drive cars and trucks to school. Vehicles must be parked in the assigned area on campus, be registered with the school, and display a current decal. Each student must have a current Arkansas Driver's License.

A. Warning.
B. Suspension of right to drive a vehicle for a period of 3 - 5 days.
C. Suspension of right to drive a vehicle for the remainder of the semester.

D. Three days suspension from school & suspension of right to drive any vehicle for the remainder of the year
E. Five day suspension from school

Rule 39: DIGITAL CITIZENSHIP/ELECTRONIC DEVICES
Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden. As used in this policy, "electronic devices" means anything that can be used to transmit or capture images, sound, or data.

The use of electronic devices includes, but is not limited to:

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the 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 device to take photographs in locker rooms or bathrooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person. This includes anything defined as sexting (the sending of sexually explicit digital images, videos, text messages, or emails, usually by cell phone).
6. Any other form of bullying or cyberbulling that takes place on campus or that takes place off campus, but results in a disturbance on campus is prohibited.

Consequences:
Appropriate consequences will apply.

RULE 40: FAILURE TO COMPLETE ASSIGNED WORK/HAVE CHARGED LAPTOP AND/OR FAILURE TO PARTICIPATE IN CLASS REQUIRED ACTIVITIES /SLEEPING IN CLASS.
A student in the Greene County Tech High School is required to participate in all assignments/ activities as directed by the teacher, or sleeps in class.
A. Conference/Warning-Teacher contacts the students parent/guardian
B. 1 Day of Detention
C. 2 Days of Detention
D. 3 Days of Detention
E. ISS until the assignment is completed
F. Subsequent offenses will result in long term ISS and/or possible referral to ALE

RULE 41: TARDIES
Students detained by a teacher should request a note from that teacher to take to the next class to excuse tardiness.
Excused tardies include: a late bus; a conference with another teacher, the principal, or the counselor; severe weather conditions; a physician's appointment; or other medical reasons. The student must bring a note from his/her parents or physician to the office when securing a tardy slip.
Unexcused tardies include: being on campus, in hall, restroom, gym, or office without trying to get to class on time, getting up late, talking too long in the hall, on campus or at locker too long.
First period tardy slips will be issued from the main office. Tardy slips issued any other period except 1st will be issued by the teacher.

1st Tardy – Warning
2nd Tardy – 1 Day of Lunch Detention

3rd Tardy – 2 Days of Lunch Detention
D. 4th Tardy –1 Day of Enrichment Detention
E. 5th Tardy - 3 Days of Enrichment Detention
6th Tardy - 1 Days of I.S.S. and loss of exemption for semester test or loss of attendance incentive days.
7th Tardy - 3 Days of I.S.S.
8th and Subsequent Tardies will result in additional I.S.S. or other appropriate consequence

ACADEMIC AWARDS

CLASS RANK

Class rank will be determined by total grade points earned using the following guidelines.

1. Students may take a maximum of 28 attempted credits (7 per year maximum) from the courses offered for the purpose of calculating class rank.
2. Only classes taught by GCT instructors on the GCT campus will be included in the total % grade calculation.
3. Class rank will be calculated based on the sum total of semester % grades receive in non-weighted (4.0 regular courses) and weighted courses. (5.0 point courses will have 10 points added to the % grade)
4. Grades earned in Activity classes will be counted in the calculation. (Dance, Yearbook, Cheerleading, All Athletics)
5. Valedictorian: At the end of their senior year, the student that has accumulated the highest total % grades from their maximum of 28 attempted credits will be the Valedictorian.
6. Salutatorian: The student with the second most % grades will be the Salutatorian.
7. In the event of a tie, students will share the honor.

Example:

	SEMESTER GRADES		**POINTS EARNED**
COURSE	**1st**	**2nd**	
English 11	**78**	**86**	**78+86=164**
AP Calculus	**94**	**88**	**104+98=202**
Oral Comm.	**87**		**87**
Drivers Ed		**95**	**95**
Chemistry	**67**	**77**	**67+77=144**
AP W. Hist.	**77**	**90**	**87+100=187**
Basketball	**100**	**95**	**100+95 = 195**
Study Hall	**0**		**0**
Horticulture	**89**		**89**

In this example above, this student chose to earn only 6.5 credits of the 7 maximum.
The total % points would be 1163 for this year.
Study Hall, Teacher Aide, Enrichment, etc. do not earn points toward class rank

HONOR STUDENTS

To qualify for an honor graduate, students must meet honor graduate requirements as described in the district section of this handbook.

EAGLE SCHOLAR CITIZEN PROGRAM

The Eagle Scholar Citizen Program recognizes high school students (grades 10-12) on a quarterly basis that sustains high achievement in scholarship and performs well in school conduct and involvement.

Requirements to be and remain an Eagle Scholar Citizen are as follows:

A) Students must have a numerical score of 80 or higher in each subject attempted each nine weeks. For the purpose of Eagle Scholar qualification only, ten points will be added to all the grades in AP courses.

EAGLE SCHOLAR CITIZEN RECOGNITION
Each Nine Weeks
a) Students receive Eagle Scholar Citizen Green or Gold benefit cards.

EAGLE SCHOLAR AND ACADEMIC AWARDS END-OF-YEAR ASSEMBLY
a) Sophomores and juniors who have been an Eagle Scholar Citizen for the first three nine weeks will be awarded a certificate.
b) Subject awards presented to top students in each grade.
c) Seniors who have been Eagle Scholar Citizens for the first three nine weeks will be rewarded a trophy at the senior awards assembly. Seniors who have been Eagle Scholar Citizens all three years of high school will receive a medallion to wear at graduation.

EAGLE SCHOLAR BENEFIT CARDS
Gold Card 4.0
1. Honored at assembly if an Eagle Scholar all year.
2. Two homework exemptions per teacher approval.
3. Free admission to all athletic events.
4. One additional College Day for Seniors and Juniors.

GREEN CARD 3.0 3.9
1. One homework exemption as per teacher approval.
2. Fifteen free admissions to athletic events.
3. Honored at assembly program if an Eagle Scholar All Year.

SUBJECT AWARDS
Requirements for the subject awards: Must show outstanding achievement in subject area as determined by the teacher.

SENIOR AWARDS ASSEMBLY
These awards are plaques given to seniors only at the annual honors day program.
Requirements for the department awards are the same as for subject awards.
DEPARTMENT OVERALL AWARDS

1. Agriculture
2. AFJROTC
3. Art
4. Band
5. Business Education
6. Choir
7. English
8. Family & Consumer Science
9. World Language
10. Journalism
11. Math
12. PACE
13. Science
14. Social Studies
15. Speech
16. Theater
17. Athletics

PERFECT ATTENDANCE AWARDS
A perfect attendance certificate is presented to each student in grades 10 through 12 who has perfect attendance for the current school year, or two or three years consecutive.
A small plaque is presented to students who have perfect attendance for grades 9-12.
A large plaque and medallion that can be worn at graduation are presented to a student who has perfect attendance for at least 12 years.

ADVANCED PLACEMENT AND ADVANCED COURSES
Courses designated as Advanced Placement and Advanced are part of a program which is sequential and requires a greater amount of application on the part of the student and support of the parents, teachers and administrators. The AP curriculum is designed to prepare students for the AP exam in each respective core content area as well as a number of elective areas. The expected outcome is the student will complete the course of study and take the AP examination. **Weighted credit/additional quality points for students enrolled in Advanced Placement courses is contingent upon the student taking the applicable AP examinations. (Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts 9.03.4.10)**

By signing the parent/student handbook form, students and parents attest that they have read and agree to follow all policies and procedures stated herein. It also represents the willingness of each party to apply his/herself in the appropriate role to give the student the best possible chance of being successful in the Advanced Placement Program.

Advanced/AP Courses for Grades 10-12:

Advanced English 10
AP English Language and Composition
AP English Literature and Composition
AP Art History
AP Studio Art Drawing
AP Studio Art 2D
AP Studio Art 3D
AP Music Theory
Advanced Geometry
Advanced Algebra II
Advanced Pre-Calculus
AP Statistics
AP Calculus AB
AP Computer Science Principles
AP Computer Science A
AP World History
AP U.S. History
AP European History
AP U.S. Government and Politics
AP Psychology
AP Human Geography
Advanced Biology
Advanced Chemistry
AP Chemistry
AP Environmental Science
AP Biology
AP Physics I
AP Physics II

Course offerings are based on student interest and staff availability and may not be offered every year.

Grade point average will be calculated by using all semester grades beginning with the ninth-grade year. 8th grade Advanced Algebra 1 semester grades are also calculated in the grade point average. Failed courses are the only courses to be repeated and the failed course will be included in the GPA.

Drop Policy:

Students and parents need to realize that students enrolling in the selected courses are expected to remain in these classes. Their signatures on the Student Handbook page are an indication of that intention. However, there are at times circumstances when removal from the class needs to be considered. If that is the case the following procedure adopted by the Greene County Tech School District Board of Education in the student handbook outlines the proper procedures to be followed to drop a course. **If you fail to take a scheduled AP Exam in May and you do not have prior approval then you will be assessed the fee for that exam and not receive your weighted credit. Students who drop/withdraw from an AP course after the tests have been ordered must pay the required test fee and get parental approval before the course will be dropped and schedule changed.**

Rigor and Expectations:
Advanced and/or AP classes may involve twice the amount of work required in a regular level course? Advanced and AP students need strong motivation, self-discipline, and have

the ability to work independently. Be informed that to succeed in Advanced and AP classes students' need to understand that the following will be asked of them and then need to be willing to:

ALL Advanced/AP CLASSES

- accept the fact that extra points cannot be earned in Pre-AP/AP courses.
- spend time outside of class daily from the first day of school until the last day of school working on your Pre-AP and AP assignments, quizzes, and exams.
- complete assignments on time or suffer the consequences for late work.
- participate in prep sessions, held beyond the school day, designed to help prepare you for success in the class and on the corresponding AP exam.

Advanced/AP ENGLISH & HISTORY

- invest time outside of class to read regularly during the semester to prepare for class.
- write daily.
- spend time independently researching, writing and presenting a research paper or project.
- respond intellectually to a wide variety of prose, poetry, and drama.
- practice the writing process and experiment with different prewriting, drafting, and revision strategies to help you develop your own style.
- master sophisticated editing skills

Advanced/AP MATHEMATICS

- have a genuine interest in mathematics.
- do mathematical projects on your own.
- expected to take AP Statistics or AP Calculus AB your senior year.
- review mathematics skills in which you are weak on your own or in tutoring sessions.

Advanced/AP SCIENCE

- have a genuine interest in mathematics and science.
- continue working until completion on all lab exercises, even if it means staying after school.
- participate in lab and prep sessions, held beyond the school day, designed to help prepare you for success in the class and on the corresponding AP exam.

AP MUSIC THEORY

- have the ability to read basic music as adequate.
- complete practice exercises daily.
- must sight sing in front of the class.
- respond intellectually to a wide variety of media, resources, and activities.

AP STUDIO ART-Drawing, 2D, and/or 3D

- produce art daily.
- work with a wide variety of media.
- to produce 25 to 30 works of art within the school year depending on which AP Studio Art course you commit to.
- Begin by producing 3 to 5 of your pieces of artwork over the summer.

ASSEMBLY INSTRUCTIONS

Students will go to assembly programs after the announcement is made over the intercommunication system only.

Other Instructions:

1. Enter the assembly quietly and take your seat at once
2. Become silent and attentive immediately upon appearance of the person in charge.

3. Give the speaker on the platform your undivided attention.
4. Avoid making comments, writing notes, dropping papers on the floor, reading books or magazines, eating, powdering your nose, cleaning your finger nails, combing your hair, chewing gum, fidgeting, etc., during any performances.

Study hall **may** be provided for students who do not wish to attend assembly programs.

Students should show pride in themselves and in their school by being courteous at all times, by not whistling, talking, reading books, gum chewing, writing notes, combing one's hair, and by applauding only when required.

Students are assigned to definite sections and are expected to be in their assigned area. Reports of misconduct will be sent to the office and are subject to discipline consequences or exclusion from future assemblies.

A. In school suspension and exclusion from next assembly program.
B. Three days in school suspension and exclusio
C. Exclusion from assemblies for the remainder of the semester.

ATTENDANCE REQUIREMENT TO PARTICIPATE IN ACTIVITIES

Students must attend at least 4 hours of the school day in order to attend or participate in extracurricular activities in that same day unless given prior approval by an admin.

AUTOMOBILE/MOTORCYCLE/PARKING REGULATIONS

All students driving autos or motorcycles to school must register them with the principal's office during the first week of school. Students who begin driving to school during the school year should register their car or motorcycle the first day they drive it on campus.

FAILURE TO REGISTER WILL RESULT IN WITHDRAWAL OF THIS PRIVILEGE.
If there is a possibility you may drive different cars from time to time (others belonging to the family) register all of them at the beginning of school. You will need to know the state license number of each car. Other rules are to be observed as follows:

1. A student must have a valid driver's license.
2. A student must purchase a parking sticker.
3. Campus speed limit at all times before, during and after school 15 MPH for all vehicles. DO NOT EXCEED THIS SPEED! If you do so or are considered a hazard to others for any reason, you will be prohibited from driving on campus.
4. Yield to buses at all times regardless!
5. No passing of buses at any time whether parked or moving.
6. No parking or blocking drives at any time.
7. When parking make sure you have a yellow line on each side of your car.
8. Make sure you do not take up more than one space.
9. Students who drive to school must park the vehicle and leave it parked until school is dismissed each day. No one will be allowed to sit in or on vehicles after they arrive on the school grounds.
10. There will be no driving on grass for any reason. The privilege to drive a car or motorcycle to school will be denied any student violating traffic regulations, parking regulations, registrations requirements, and throwing drink bottles, paper, or any other rubbish from his/her vehicle.

Protect the privilege of driving to campus observe the above rules at all times.

Course Offerings

Agriculture

Plant Science
Animal Science
Survey of AG Systems
AG Mechanics
AG Science & Tech
AG Structural Systems
AG Metals
Advanced Plant Science
Advanced AG Mechanics
Advanced Animal Science
Advanced Ag Leadership & Communication
Precision Agriculture

Fine Arts

AP Music Theory
AP Studio Art
Art History I
AG Mechanics
Art History II
3-D Studio Art
2-D Studio Art
Art I
Art II
Band
Chamber Singers
Theater Appreciation
Female Choir
Male Choir
Theater I, II, III
Jazz Band
Music Appreciation
Painting I
Sculpture

Social Studies

Business

Survey of Business
Computer Accounting I
Financial Planning
Business Intelligence

Family Consumer Science

Food Safety & Nutrition
Life Fitness & Nutrition
Life Span Development
Family Consumer Science
Dynamics of Human Relations

Mathematics

Quantitative Literacy
Algebra I
Algebra II
AP Calculus AB
AP Statistics
Geometry

Mathematics

Advanced Algebra II
Advanced Pre-Calculus
Algebra III
AP Computer Science Principle
Game Dev. and Design Y1

Science

Anatomy
Advanced Biology
Advanced Chemistry
AP Biology
AP Chemistry
Biology
Chemistry
AP Environmental Science
Enviromental Science
Physical Science

Gifted & Talented

GT Seminar 10-12

Language Arts

AP English Language
AP English Literature
English 10
English 11
English 12
Oral Comm
Advanced English 10
Spanish I
Spanish II
French I
Creative Writing

Physical Education

B Cross Country (Fall)
Boys' Baseball
Boys' Basketball
Boys' Football
Boys' Track (Spring)
Volleyball
Cheerleading
Dance Team
Drivers Ed
G Cross Country (Fall)
Girls' Basketball
Girls' Track (Spring)
Golf
Health
PE
Soccer
Softball
Boys' Wrestling
Girls' Wrestling

Economics
American History
Civics
Psychology
World History
Sociology
AP European
AP US Gov't
AP US History
AP World History
AP Human Geography

Physics
AP Physics I & II

East

I, II, III, IV

Television

Media Communications
Digital Cinema Productions I, II, III

ROTC

JROTC II
JROTC III
JROTC IV

Vo-Tech BRTC

VT Allied Health/CNA
VT Welding
VT Industrial Electricity
VT Machine Tool

Votech

VT Auto Collison
VT Auto Services
VT Culinary Arts
VT Engineering Design
VT Drones
VT HVACR
VT Medical Professions
VT Medical Procedures
VT Robotics

VT Welding

CAMPUS CONDUCT

The following rules and regulations pertain to behavior on campus before, during and after school.

1. No running or horseplay on campus.
2. Textbooks, notebooks, or papers should not be left on campus grounds particularly during lunch periods.
3. Do not congregate in the halls.
4. Students should not disturb other classes during lunch periods.
5. Students should not stay on campus after school without permission.
6. Students are not to litter the campus.

A. Conference and warning.
B. Corporal punishment.
C. In school suspension.
D. Three day suspension from school
E. Five day suspension from school
F. Ten day suspension from school probation
G. Recommendation for expulsion for the remainder of the semester with alternate plan for credit.

HALL RULES

The large number of pupils arriving and leaving the building during the day presents the problem of maintaining order and quiet in the halls while classes are in session. For this reason, a monitor is stationed in the hall every period to assist pupils in keeping the following rules:

1. Students are not to come to school before 7:20 A.M. nor remain too long after closing time except for definite reasons, such as clubs, extracurricular activities, studying, or conferences with teachers.
2. Students are not to go to their lockers during class period without a pass from a teacher in the office.

3. Students are to stay to the right when walking in hallways.
4. There will be no loud talking, yelling or running.
5. No pushing, shoving or horseplay will be allowed.
6. Any other discipline rules that apply to hall traffic should be adhered to at all times.
    A. Conference and warning.
    B. Corporal punishment.
    C. In school suspension.
    D. Three day suspension from school
    E. Five day suspension from school
    F. Ten day suspension from school probation
    G. Recommendation for expulsion for the remainder of the semester with alternate plan for credit.

DISCIPLINE PROCEDURES SCHOOL BUS INCIDENT

"Policies for Students Riding School Buses" are taken home by the student the first week of school. The parent/guardian is asked to read the policies, sign the lower portion and return to the transportation director. The driver warns the student one or more times depending on the nature of the infraction. If problems continue, the driver reports the elementary student to the elementary principal and the Junior Senior students to the transportation director.

1st Offense - Warning by the principal or assistant principal
2nd Offense - Informal suspension/parent conference
3rd Offense - Three days of suspension from the bus or I.S.S
4th Offense - Five days suspension from the bus
5th Offense - Ten days suspension from the bus or suspension of some type
6th Offense - Suspension from the bus for the remainder of the semester
7th Offense - Suspension from the bus for the remainder of the year

NOTE: A bus incident report is mailed to the parent/guardian at the time of each infraction. Conferences are welcomed. Any or all steps of disciplinary action may be wavered depending on the nature of the infraction. A copy of all infractions is retained by the director of transportation.

NOTE: The administration may exercise more extreme action in situations where student misconduct on school district buses negatively impacts the learning environment of the regular school day. For example, just suspending a student from the bus for bullying another student will not protect the victim from being bullied during the regular school day. Therefore, more serious infractions, such as bullying, must be addressed as a violation of school rules and not just a violation of bus rules

CLASSROOM RULES

1. Be in classroom and in your assigned seat before the end of the tardy bell.
2. You must bring books, pen or pencil, paper and charged laptop with charger to to class every day.
3. Do not talk without permission.
4. Each student should observe and obey all of the rules in the student handbook.
5. Do not deface desks, books, walls and equipment; and do not throw trash on floor.
6. Students are not to leave room until dismissed by teacher.
7. Do not be rude to others.
8. Students will not be allowed to get a drink, use the restroom, or go to the locker after they enter the room. (Unless it's an emergency) .
9. No sleeping or resting head on the desk.
10. Do not move any machines or equipment.
11. Must be quiet and attentive.
12. Must cooperate with teacher.
13. Must present homework and classroom assignments on time.

LESS SERIOUS OFFENSES CONSEQUENCES

First Offense	Warned by the teacher
Second Offense	Parent Notification by the teacher
Third Offense	Disciplined by the teacher
Additional Offense	Sent to the principal's office

DISTRIBUTION OF LITERATURE/PUBLICATIONS

School Newspaper

The school newspaper at Greene County Tech is "Wings of Gold" and is published by the Journalism class every calendar month. The journalism students do all the work from writing to selling to layout and will be published each month.

School Yearbook

The "Eagle" is the yearbook for Greene County Tech.

All other books, pamphlets, leaflets, newspapers, magazines, and any other material must be approved by the principal before distribution.

DRUG SCREEN

Students participating in extracurricular activities, school sponsored clubs/organizations, and student parking must participate in the random drug screen program.

EMERGENCY DRILLS

EMERGENCY PROCEDURES

FIRE

After careful study and work, a comprehensive plan for drills has been worked out in each department. The following plan will be followed. Please cooperate in carrying out the plan. All fire emergency evacuation procedures are posted inside the doorway of each room.

1. The fire signal will be a continuous sound from the emergency alarm system. The air horn will be used if electricity is off.
2. When leaving the building, walk in single file. Do not run!
3. During fire drills, each class will have one person appointed to see that all windows and doors are closed in the room. This person will be the last to leave the room. Teachers will leave first to make sure students move in the right direction.
4. All school personnel will leave the building during fire drills.
5. Teachers are to take their roll books with them and check the roll after leaving the building.
6. The all clear signal is one long ring on the bell.
7. Students are to re-enter the building in the same manner.

NOTE: In case any exit is blocked, go the nearest exit. Do not panic! Follow the instructions of the teacher in charge.

SEVERE WEATHER

1. If severe weather is imminent, an announcement will be made over the intercommunication system instructing students and teachers about the drill.
2. Students will be given instructions by each teacher concerning what they are to do.
3. Evacuation procedures are posted in all rooms.
4. All persons should go to their designated area immediately, assume a six point position and cover their head with their arms.
5. All persons are to remain in a shelter position until the "all clear" signal of a long ring on the bell, whistle, or horn is sounded

EARTHQUAKE DRILL

1. The earthquake signal will be a continuous amount of short rings (more than three) or a continuous amount of short whistles up and down the hallways.
2. Students, teachers and staff members are to stay where they are. Do not move around.
3. All students and personnel should get under their desk or table with hands clasped together over their heads.
4. If students are in hallways, they should sit down in the middle of the hall with hands clasped together over their heads.
5. Students who are outside buildings will stay outside. Do not move to the inside.
6. If students are near a tree, light pole, building, or any high structure, they will move to the nearest clear area.
7. If possible, students should stand in small groups.

GENERAL INSTRUCTIONS

1. **An all-clear bell (one long ring) will serve as a signal for students to continue regular the schedule.**
2. **Teachers should check roll after returning to their regularly-scheduled class.**
3. **If students should be boarding a school bus or already aboard a bus, they should be seated and remain quiet and calm.**

EARTHQUAKES

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. The school and students will be guided by the following:

<u>If Inside:</u>

1. Don't panic. If protected from falling objects, the rolling motion of the earth is frightening but not dangerous.
2. To protect from falling objects, take cover in this manner:
   a. Get beneath a desk, table or bench. If possible, cover head with coat or other item to minimize injury.
   b. Stay away from outside walls, windows or other expanses of glass.
3. All doors should be left OPEN to minimize jamming if the building shifts.
4. Stay put and take cover. Do not attempt to run through building or outside because falling objects are found near outside doors and walls. If in a lavatory or other room with no desks or furniture, get against inside wall or inside doorway and crouch.
5. Once earthquake is over, evacuate building using fire evacuation rules.

<u>If Outside:</u>

1. Move quickly away from building and away from overhead electrical wires.
2. Lie flat, face down and wait for shocks to subside.
3. Take roll count of students and report to principal/designee as soon as possible.
4. Do not attempt to enter building until authorized to do so.
5. Do not light fires or touch fallen wires.
6. Be alert for instructions from the principal/designee.

<u>EVACUATION PROCEDURES</u>
<u>(FIRE, BOMB THREATS, OTHER DISASTERS)</u>

For the protection of all occupants of the building, it is important that everyone is informed and understands what to do in the event of a fire, bomb threat, or other type of disaster that would necessitate the evacuation of the building. The following procedure should be discussed with your class/classes:

1. The purpose of an evacuation drill is to be able to evacuate the building in case of fire or other emergency.

2. Drills should be silent. If teachers and students are talking, directions and other information will not be heard.
3. Everyone should clear the building immediately.
4. Appoint one student to close the door and see that everyone is out of your area or class.
5. Get as far away from the building as possible in a designated area. Take your grade book to check roll outside and report to the building principal/designee.
6. Exit according to the exit instructions that are posted in your classroom/area.
7. When it is safe to do so the Principal or Principal's designee will make all clear announcement and students will return to class.
8. If an area is barricaded, the next nearest exit should be used.

Bomb Threat: (Including terroristic acts)

1. Person receiving call will utilize "Bomb Threat Checklist" (attached) to gain as much information as possible.
2. Teachers and students will be advised to evacuate the building. They will go to their designated areas and take "go kits".
3. The principal/designee will call 911.
4. Teachers not having a class, administrators and custodians will report to the office for further instructions.
5. Principal/designee will call superintendent (215-4400, ext. 1010).
6. Areas of the school will be checked by administrators, custodians and police to determine validity of the bomb threat. A report will be given to the principal.
7. An alarm will be sounded to signal "all clear". Teachers and students will return to their classrooms.
8. When it is safe to do so, person receiving call will complete "Bomb Threat Checklist" to provide authorities with information about the caller.

Tornado

1. The Principal and or Principal's designee will announce for students to get in their Tornado Safe locations.
2. Students should move to tornado safe locations.
3. Students should sit with heads between knees and hands over their heads.
4. When safe to return to class, the Principal and or Principal's designee will make an all clear announcement.

Food Brought During Lunch

It is the policy of the Greene County Tech High School not to allow outside food to be brought to students during lunch. This policy is to ensure the safety of students with allergies, and so that the administration can more closely regulate what is being brought on our campus in order to keep our campus safe and free from drugs and alcohol.

Foreign Exchange Students Walking at Graduation

Foreign exchange students may walk at graduation if and only if the student has completed the coursework to meet the graduation requirements as specified in the student handbook under graduation requirements.

Graduation Requirements

See Graduation Policy in the District Handbook.

HOMEWORK

Homework varies from day to day depending on a student's abilities, capacities, needs and course selections. Homework should be used to reinforce, supplement and /or complement the activities and teachings occurring in the classroom. It is the responsibility of students to complete assigned homework in accordance with the guidelines and timeframes set by the classroom teacher and any policies as dictated by the Greene County Tech School District.

IN SCHOOL SUSPENSION RULES

The following are the basic rules that are to be followed during your stay in the in school suspension program. Additional requirements may be added at any time by the in school suspension monitor. Your cooperation and understanding of these rules is important and expected. Failure to follow these rules may necessitate your being retained in the in school suspension room for additional time.

1. You will be assigned a desk in the in school suspension room.
2. There is no talking without the direct permission of the in school suspension monitor.
3. Students are to report to the I.S.S. room at the beginning of the first period each day.
4. I.S.S. students who are in the I.S.S. center for the first time may possibly have permission to attend special activity programs. THOSE I.S.S. STUDENTS WHO ARE ATTENDING THE I.S.S. CENTER FOR THE SECOND TIME WILL NOT BE ALLOWED TO PARTICIPATE IN OR ATTEND ANY SCHOOL ACTIVITY.
5. Restroom permission and permission to leave assigned desk are granted solely by the suspension monitor.
6. I.S.S. students will be escorted to and from the cafeteria by the I.S.S. monitor.
7. Absences, whether excused or unexcused will not count toward reduction to the assigned time.
8. Days spent in I.S.S. will not count against the 6 day/semester limit for classroom absence.
9. Students are not permitted to talk or communicate with other students in the room. They are to work independently and quietly.
10. No sleeping or resting head on the desk.
11. Break time will be limited to five minutes during the morning and afternoon.
12. Those students who commit additional infractions of the student code may receive additional days I.S.S., be suspended or expelled from school.
13. Students assigned to I.S.S. must complete assigned time before returning to regular classes.
14. Students will not be assigned to I.S.S. more than three times. Repeated offenses could result in suspension or recommendation for expulsion for the remainder of the semester with alternate plan for credit.

LIBRARY/MEDIA CENTER

The library at Greene County Tech High School is set up to help students and teachers find the educational materials needed to help pupils in the learning process which employs intellectual, physical and social skills. Some services/materials offered to students by the library:

1. Books for recreational reading, research and factual information.
2. Audio visual material of educational value.
3. An Arkansas Collection consisting of books, paintings, pamphlets, periodicals, and articles about Arkansas and Arkansans.
4. Computers and software programs to assist in full text periodical and reference research and for book search.
5. Access to the Internet and E mail.

STUDENTS ARE INVITED AND URGED TO USE THE LIBRARY.
WE CAN HELP BY:

1. Opening the library at 7:30 a.m. and remaining open until 3:30 p.m.
2. Keeping the library open during the lunch periods for student use.
3. Providing newspapers and online databases for research and recreational reading.
4. Laminating posters and articles so that they can be preserved for future use (charge for personal use).

5. Copying materials for reports and reference ($.05 school, $0.10 personal).
6. Printing computer research data ($0.10 personal).

PROCEDURES FOR USING THE LIBRARY:

1. Books from the main library may be checked out for two weeks and must be renewed or returned to prevent overdue fines being assessed.
2. The library is automated using Follett Destiny. Students use their district ID number (same number used for lunch purchases) to check out books. Students may also search the library's collection online using the Internet. Bar codes on the books will be scanned and books will be stamped with the date the books are to be returned.
3. Library overdue fines are charged on the books that are not returned (or renewed) to the library when due. The library fine is $0.05 per day that each book is overdue. Students will be expected to pay for books damaged, destroyed or not returned to the library. Students will serve noon detention every day for books that are a month or more overdue until the book is returned.

LOCKERS

Lockers are an option for all students. Please do not share lockers with other students (unless assigned) as this leads to confusion and loss of textbooks. Do not bring expensive clothing or valuable jewelry to school. If you must carry a large amount of money, leave it for safe keeping with an administrator.
Questions concerning your locker assignment will be directed to the assistant principal.

LOST AND FOUND

Articles found in and around the school should be turned in to the office. The owners may claim their property at the office.

NATIONAL HONOR SOCIETY SELECTION PROCESS

The National Honor Society at Greene County Tech is open only to juniors and seniors. To qualify, a junior or senior must have a 3.5 or higher GPA and must also exhibit qualities of good character, positive leadership, and service. A Faculty Council, as designated by the National NHS Constitution, is appointed each year by the principal. This group makes all decisions regarding invitation to membership and dismissal from membership. Dues of $10 are collected to raise funds for the $300 Mary Orick Memorial Scholarship that is awarded to a senior NHS member in the spring of each year. Any student who fails to maintain his 3.5 GPA or who fails in one of the other areas - character, leadership, and service - will be given one semester to improve in this area and will be on probation during that semester. A member will be notified of his probationary status in a letter from one of the NHS advisors. He or she will be able to participate in all activities of NHS during this probationary period, except to be elected to an officer position. In the case of a senior who fails to maintain the 3.5 GPA at graduation time, he or she will be denied the privilege of wearing the special NHS cord during the graduation ceremony. NHS membership is always regarded as a privilege, not as a right.

PARENTAL INVOLVEMENT PLAN

The High School recognizes the vital role parents/guardians play in students' lives. Engaging parents/guardians is essential in improving student achievement and successful school experiences. The High School's Parental Involvement Plan is a living document updated on a regular basis to make it continually responsive to the needs of our school community. A copy of the Parental Involvement Plan is located on the Greene County Tech District's webpage. The High School's Parental Involvement Coordinator is Anne Edwards. She can be contacted by calling the school or emailing her at Anne.Edwards@gctsd.k12.ar.us.

PROM

- To be admitted to Prom, students are required to abide by the law and not be under the influence of alcohol and/or drugs
- Appropriate attire is necessary as it is a school event and must align with the rules governing prom dress code
- All dates cannot be younger than 9th grade or older than 20 years old
- If your date does not attend Greene County Tech, then they must be signed in on list located in the office at least 1 week prior to the Prom
- If you leave the prom for any reason then you will not be able to re-enter
- Prom Dress Code
  - If the attire is questionable, students are encouraged to show their evening wear to administrators beforehand to determine if it is dance appropriate
  - The determination of the appropriateness of student dress and grooming shall rest with the principal/assistant principals
  - Students and their dates who are non-compliant with the dress code will not be admitted to the dance or will be escorted out of the dance. No refunds will be given for dance dress code infractions in which these students are asked to leave

  - Dress Code rules for the prom will be covered in more detail in the announcements during the months prior to the event. If there are any questions that arise about appropriate dress contact the high school administration

Remediation

Math remediation includes being grouped with a remediation teacher and working through interactive software that diagnoses and prescribes based on the students math ability and entrance exam score. Once the software lessons are complete, the student takes an exit exam that is compared statistically to the entrance exam and given a score. If the score is acceptable, the work done satisfies the remediation necessary to receive credit for the math class the student was not proficient or advanced in, based on the End of Course Exam Algebra or Geometry raw score.

Literacy remediation includes working through several scheduled writing prompts and multiple choice items. These items are aligned to the released items of the End of Course Literacy exam. Seniors who were not proficient or advanced on this exam will be required to participate in the remediation program in order to receive credit for the Junior English class.

SELECTION OF COURSES:

A great amount of time and effort is devoted to the process of letting students select the courses that they wish to take and then to construct a master schedule which will permit most students to enroll in desired classes. Students are to carefully select courses after conferring with parents, counselor, and teachers during the enrollment period in April. Few, if any, reasons for schedule changes, should exist when school opens in August.

STUDENTS SHOULD REALIZE THAT AFTER THEY HAVE CHOSEN THEIR COURSES THEY ARE NOT EXPECTED TO DROP THEM. If for some unforeseen reason a student considers dropping a class, the following will be followed:

1. Students will not be allowed to drop a class during the first two days of school and may drop only after a conference is held.
2. Students may request schedule changes during the first two weeks of school. They will conference with their counselor and any justifiable request will be allowed.
3. All requests after the second week will handled in the following way:
   a. Any scheduling changes requested during weeks 3-4 will undergo an Academic Review in which the student will be questioned, grades will be reviewed, and the teachers input is sought to determine the best placement for the student.

b. Any scheduling changes requested during weeks 5-7 will undergo extensive academic review including what steps the student has taken to eliminate the problem. Interventions will be assigned to assist the student in successfully completing their current class load. Documentation of intervention compliance will be maintained.

c. During weeks 8-9 any parents of student whose needs were not met under the Extensive Academic Review requirements may request an Academic Placement Team meeting in which the student, parents, and teacher(s) of the course(s) in questions will meet with the team to discuss the situation. All documentation will be brought to the meeting by all parties involved. The team will then meet to decide the best course of action for the student. The team must maintain equity for all students unless extenuating circumstances can be proven. THE DECISION OF THE TEAM IS FINAL.

d. If a student/parent insists on dropping a class against the recommendation of the Academic Review Team the student will receive a recorded grade of (F) on his/her transcript.

e. This procedure will only be used during the first semester. During the 2nd semester students may drop or change during the first two weeks only.

Grade point average will be calculated by using all semester grades beginning with any course taken for credit. This could start as early as the 8th grade for some students. Failed courses are the only courses to be repeated and the failed course will be included in the GPA.

SEMESTER TEST EXEMPTION POLICY

A student meeting all exemption criteria may still choose to take a semester test. However, this test will only be figured into the grade if it improves their overall grade in the class. If the test grade does not help their grade, then it will not be counted.

SENIOR PRIVILEGES

Each year the seniors of Tech High School are given certain privileges denied to the rest of the student body. After working diligently for 13 years, the seniors are entitled to some special recognition and privileges that the other students do not enjoy.

Some of the privileges seniors enjoy the last two weeks of school may include: a senior off day, being first to go to eat lunch, senior breakfast, senior honors day, graduating a week before school is dismissed for summer vacation, and other special privileges approved by the principal.

SOPHOMORE, JUNIOR OR SENIOR STATUS

To qualify for sophomore status, a student must have earned 5 credits.
To qualify for junior status, a student must have earned 10 credits.
To qualify for senior status, a student must have earned 15 credits.

TELEPHONE USE

Telephone use is prohibited without permission from the office.

Testing Dates

Dates will be set by the Arkansas Department of Education for the appropriate courses to be tested as required by law. Greene County Tech High School will send out notifications to inform parents and students of the testing schedule once the dates for testing are set. The window for standardized testing will be March-May each school year.

UNEXCUSED ABSENCES

In addition to district policy regarding Unexcused Absences (as defined on page 8 of the student handbook), the high school will have the following restrictions and/or loss of privileges for high school students as defined below:

1. On the fifth (5th) absence for any one class a student will lose semester test exemptions in that class.
2. On the tenth (10th) absence for any one class a student (a) cannot attend Prom, (b) cannot attend Extracurricular Activities, (c) will lose Early Release/Early check for a senior (d) Homecoming dance and game.
3. On the twelfth (12th) unexcused absence in a semester for any one class a student will lose (a) driving privileges and (b) participation in any extracurricular activities.
4. On the thirteenth (13th) unexcused absence in a semester for any one class a student will lose credit for that class.