



STUDENT  
HANDBOOK

19 | 20

**PULASKI COUNTY SPECIAL SCHOOL DISTRICT  
PARENT-STUDENT  
STATEMENT OF RESPONSIBILITY**

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Grade

The Pulaski County Special School District has made available the Parent/Student Handbook online for your viewing and downloading. The Handbook is available on our website at [www.pcssd.org](http://www.pcssd.org). Once on our website, click on the **Families** section, find the **Getting Started** section, and click on the **Parent/Student Handbook**.

***I acknowledge that I have been informed that the Pulaski County Special School District Handbook is located online and available to me for viewing and downloading. I have also been informed of my right to request a hard copy of the Parent/Student Handbook.***

**We have received the PCSSD Parent/Student Handbook Including Conduct and Discipline and although we may not agree with all the regulations, we understand that the student must adhere to them while he is at school, on the bus, at the bus stop, or in attendance at school-sponsored activities. In the event that we are not entirely certain of some aspect of school policy, we will contact the principal for clarification within one (1) week after receipt of that policy.**

Your signatures below certify that you and your student received information in regard to accessing the **Parent/Student Handbook** from the school he/she attends. Please sign and return to the student's home- room teacher within one (1) week after the student receives it.

**I would like to receive a hard copy of the Parent/Student Handbook.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

DETACH ALONG PERFORATED LINE

**ARKANSAS MINIMUM GRADUATION REQUIREMENTS  
SMART CORE WAIVER FORM**

For current Arkansas Graduation Requirements, please visit <http://bit.ly/ARGradReq>

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**

- 9<sup>th</sup> Grade English\*
- 10<sup>th</sup> Grade English\*
- 11<sup>th</sup> Grade English\*
- 12<sup>th</sup> 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 GRADUATION REQUIREMENTS

### SMART CORE INFORMATION

For current Arkansas Graduation Requirements, please visit <http://bit.ly/ARGradReq>

#### English – 4 credits

- 9<sup>th</sup> Grade English\*
- 10<sup>th</sup> Grade English\*
- 11<sup>th</sup> Grade English\*
- 12<sup>th</sup> Grade English\*

#### Mathematics – 4 credits (or 3 credits of math and 1 credit of Computer Science\*\*)

- Algebra I\*
- Geometry\*
- Algebra II\*
- ADE approved fourth Math credit or Computer Science Flex – 1 credit

#### 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 Communication\* – 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 on the ADE Smart Core Course Code List

**\*\*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.**

**Smart Core is the default graduation requirements for all students; therefore, signatures are no longer required to participate. Schools should develop Students Success Plans beginning in 8<sup>th</sup> grade for all students in accordance with Smart Core requirements.**

# **PULASKI COUNTY SPECIAL SCHOOL DISTRICT PARENT/STUDENT HANDBOOK**

Charles McNulty, Ph.D.  
Superintendent

Pulaski County Special School District  
P.O. Box 8601/925 East Dixon Road  
Little Rock, Arkansas 72216  
(501) 234-2000  
[www.pcssd.org](http://www.pcssd.org)

### **Board of Education Disclaimer Statement**

**Use of the masculine pronoun throughout the policies adopted by this Board is for the sole purpose of ease in sentence construction and should not be construed as Board intention to discriminate against females in either its written materials or its practices. The feminine pronoun will be used only in those policies where the masculine form would be totally inappropriate. (Adopted 10/12/82)**

### **For Your Information**

**Arkansas State Laws referenced in this Handbook are available for review on the PCSSD website at [www.pcssd.org](http://www.pcssd.org). Pulaski County Special School District shall adhere to the policies set forth in the Handbook for Student Conduct and Discipline, as revised after consultation with appropriate standing committees, to provide that students are disciplined in a fair and equitable manner.**

### **Discipline Management Plan Statement**

**The Discipline Management Plan (DMP) is a specific initiative to address the District's goal of eliminating disparities in school discipline by providing discipline management options that do not involve a disruption of education services.**



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# Section I. General Information



# FOREWORD

The Pulaski County Special School District (PCSSD) Board of Education, professional staff and I are honored that your student and your family have chosen to work with us in building an educational institution where excellence thrives throughout our schools and in the communities we serve. Public schools are different from other organizations. We serve the interests of the individual student as well as the community of learners that walk through our doors each day. We are different because we must be held to a higher standard than other institutions because the price of failure does not just impact the present but hampers the very future of our students and our communities. We are different because we must always seek opportunities to place our students in position to grow and develop as future citizens who contribute to the economic and social vitality of our communities.

Therefore, it is with great pride that I join PCSSD for it is easy to see excellence resonated in our student scholars, award winning schools, championship athletic teams, and honored professionals who step out from the norm to excel and innovate for a better future for all of us. Public schools are different because we must ensure that excellence is also paired with equity, so you will continue to see PCSSD support our students with facilities, technology, and innovative instructional approaches that unleash each and every student's potential.

In this year's handbook, you will find information/resources you and your student can utilize to excel this school year. We have a hard working professional staff who are there to support your student to become the empowered learner she/he needs to be in the 21st Century. So feel free to ask questions of our professionals and if there is anything my office can do support you and your student, please feel free to call me at 501-234-2001.

Have a great school year!

Charles McNulty, Ph.D.  
Superintendent of Schools

## **A MESSAGE TO STUDENTS AND PARENTS:**

This handbook is provided to you because we believe that students and their parents have a right to know the rules and consequences of the Pulaski County Special School District. Discipline guidelines that are fair and equitable have been adopted to ensure that all students are provided a quality education. The policies and procedures addressed in this handbook are critical to establishing an environment conducive to learning at each school and throughout the District.

It is impossible to list a rule for every situation that may arise at school, on the bus, or school sponsored activities. Therefore, students and parents must expect rules and practices to be developed that meet local, state, and federal guidelines. These regulations will be communicated to students and parents. It is imperative that each student and their parent is knowledgeable of these rules of conduct.

State law (6-18-505) requires documentation of student and parent receipt of student discipline policies. Required forms must be signed during online student registration. By doing so, parents and students are signifying that they have received the Parent/Student Handbook Including Conduct and Discipline and are aware of the District's rules, policies, and procedures. Parents will also have the option of downloading the Handbook from the Pulaski County Special School District website at [www.pcssid.org](http://www.pcssid.org).

Janice H. Warren, Ed.D.  
Assistant Superintendent for Equity and Pupil Services

## **A. School 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. All visitors must be issued a visitor's pass.

Parents and other adults interested in the school are WELCOME and are required to register at the principal's office upon entering the building for directions and assistance regarding the nature of the visit.

## **B. Contact with Students While at School**

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

### **Contact by Non-Custodial Parents**

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or his/her designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered —no contact or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting visitation may eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. (See Board Policy 4.16)

Unless prior arrangements have been made with the school's principal, Arkansas law provides that 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.

### **Contact by Law Enforcement, Social Services, or by Court Order**

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

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

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

### **Contact by Professional Licensure Standards Board Investigators**

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

## **C. Search and Seizure**

Students have the right to be protected from unreasonable search and seizure by either state, federal or school officials.

*School administrators have the responsibility to make a determination of the point at which the student's right to protection against unreasonable search and seizure is in conflict with the administrator's official duty to maintain a safe, orderly and efficient school. Search and seizure by the administrator or his designee may occur when reasonable suspicion exists.*

A student's person and/or personal effects may be searched whenever a school authority has reasonable and individualized suspicion to believe that the student is in possession of illegal or unauthorized materials. Parents must pick up confiscated possessions such as, but not limited to radios, tape/CD players, pagers, cell phones, or other electronic communication devices by the end of each semester.

***If a pat-down search of a student's person is conducted, it shall be conducted in private by a school official of the same sex in the presence of an adult witness of the same sex.***

*Search and seizure by law enforcement officials will occur only when a probable cause exists. School administrators have the responsibility to make students aware of search and seizure procedures involving school property or person.*

*Metal detectors will be used for general scanning in all schools. General scans will be defined as the use of metal detectors to search all students who are present at school on the day of the search.*

*School employees who are not wearing ID badges and patrons may be subject to scanning when entering a school building during the day.*

*All individuals may be subject to general scanning when entering buildings, gymnasiums and stadiums for events and activities scheduled outside the school day.*

*If weapons or illegal substances are found during the process of scanning, District policy, local, state and federal laws will be followed.*

Procedures for scanning are as follows:

1. Each secondary principal will have a prepared plan for general scanning in their buildings. These plans will be on file in the office of the Executive Director of Operations or his designee. Said plan will include details related to:
  - The number of teachers to be used in the scanning process
  - Staff assignment
  - Procedures for search of the grounds and buses

- Procedures for securing the building so that when general student population scanning takes place, students may not enter or leave except through designated exits/entrances
  - Provisions for locker searches
2. Within 48 hours of either a random or a general scan, a written report using the form available for this purpose will be submitted to the Executive Director of Operations or his designee.  
Any teacher/school employee who observes scanning will initial form when scanning is complete.
  3. The scanner will be available for elementary schools provided a building-level plan has been established and students' parents/guardians have been notified.
  4. The conduct of scan searches will follow these listed procedures:
    - The metal detector will be passed over the student on each side, front and back.
    - If any metal is registered, the student may be:
      - instructed to empty his pockets;
      - instructed to pull up his pant leg so that socks and shoes may be checked;
      - asked to take off jackets to be hand searched;
      - asked to submit purses/book bags for search;
      - asked to turn a belt buckle over to expose the backside in order to ensure that no weapon is concealed.

Once the object that caused the alarm is located, and the alarm does not sound when passed over the student, the search will stop.
  5. If after completing these procedures there is still a reasonable belief that the student is concealing a weapon on his person based on the sounds produced by the metal detector, the student may be asked to accompany an administrator to the office. In the privacy of an office and with a teacher of the same gender present as a witness, the student will be asked to produce any weapon or metal items on his person. **At no time will a strip search be conducted.** If a pat-down search of a student's person is conducted, it will be performed by a school official or a certified employee of the same gender who has volunteered to conduct the search. If the proposed designee should refuse to participate, that refusal will not be reflected on the employee's record. The search will be conducted in private and in the presence of an adult witness of the same gender.  
  
If the above measures do not yield the object that is causing the detector to indicate the presence of an object, then the student's parent/guardian will be contacted and the student will be detained until the parent/guardian comes to school. If the parent/guardian will not or cannot aid in locating the object that is present, the parent/guardian will be informed that police will be contacted for assistance. Arkansas Statute 5-73-122 and School Law of Arkansas 6-21-608 give ample justification for police assistance in that reasonable cause has been established that the student is secreting an illegal object on his person that is believed to be a weapon.
  6. The media will not be present during scanning activities, nor will pictures be taken of students who are being scanned.

## **D. Interrogation and Removal from School by Legal Authorities**

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

The principal or designee shall give the parent, legal guardian or other person having lawful control of the student under an order of court or person acting in loco parentis, notice that the student has

been reported to, interviewed by, or taken into custody by law enforcement personnel.

If the principal or designee is unable to reach the parent, he shall make a reasonable, good faith effort to get a message to the parent to call either the principal or designee, and leave both a day and an after-hours telephone number. (Act 1217 of 2001)

*School administrators have the responsibility to initiate proceedings for removing students from the school by legal authorities when the student becomes uncontrollable or disruptive.*

## **E. Student Eligibility for Interscholastic Activities in Middle and High Schools**

The AAA eligibility rules do not apply until the students reach the seventh (7th) grade; however, students who enter late or are retained by falling grades or a mutual decision between the school and the parents could become ineligible under the age rule in later years.

The AAA age rules are as follows: Rule 7. Age

1. Middle School. A middle school student whose 16th birthday is on or before September 1 may not participate in a middle school interscholastic event.
2. Senior High. A senior high student whose 19th birthday is on or before September 1 may not participate in an interscholastic event.

**NOTE:** In the year a student in middle school becomes too old for middle school participation, he may be allowed to participate for the senior high, and the number of allowable senior high semesters shall begin.

## **F. Non-Curricular Activities/Equal Access**

1. A student or a group of students who wish to conduct a meeting on school premises before or after the instructional day will file an application for permission for the meeting with the principal of the school building at which the meeting is to be held. The application will be filed one (1) calendar week prior to the date of the meeting and will state:
  - a. The name and address of the student or students and an affirmation by the person preparing the application that the student(s) has (have) voluntarily initiated the meeting.
  - b. A description of the type of meeting, statement of purpose, estimate of expected attendance, and a copy of any material used to advertise the meeting.
  - c. The name and address of any non-school person to be in attendance, and the organization with whom he is affiliated, if any. If the meeting is a religious one, the non-school attendee will furnish an affirmation that he is not directing, conducting or regularly attending the activity.
  - d. The name and address of faculty monitor, if any, and affirmation that the faculty member is not directing, conducting or controlling the meeting. (If an employee is assigned to be present in a supervisory capacity, the principal will secure the affirmation.)

2. The principal will approve the meeting and select the meeting site for it to be held if the application is so filled out and if he determines that:
  - a. The meeting is voluntary and student initiated.
  - b. There is no sponsorship of the meeting by the school, the government or its agencies or employees.
  - c. The meeting will not materially and substantially interfere with the orderly conduct of the school's educational activities.
  - d. Employees of the District are present in a non-participatory capacity.
  - e. Non-school persons are not directing or regularly attending the activity.
  - f. There is no school influence on the form or content of any prayer or other religious activity during a meeting.
  - g. No person will be required to participate in prayer or other religious activity during the meeting or activity.
  - h. No funds will be expended by the school for any such meeting beyond the incidental cost associated with providing meeting space.
  - i. No meeting will be conducted which excludes a student solely because of race, religion or national origin.
  - j. All forms are completed and submitted according to the stated time schedule.
3. Other considerations
  - a. The principal will not assign any employee to attend a meeting if the purpose of speech of the meeting is contrary to the employee's beliefs.
  - b. Principals will use discretion in determining maximum numbers of students allowed to participate based upon space available and the safety of the students.
  - c. Principals may approve meetings to be conducted before or after regular school hours, but they must be held during the time regularly scheduled for school custodians.
  - d. The principal retains his responsibility for order and discipline, for the protection of students and faculty on school premises, and is not required to sanction any meetings that are otherwise unlawful.

## **G. Parental Involvement**

### **Goal 1: How will the LEA foster effective parental involvement strategies and support partnerships among school, parents, and the community to improve student achievement?**

- The Pulaski County Special School District's Title I Parent Coordinator will foster effective parental involvement strategies, coordinate parental involvement activities with those of other programs, and support partnerships among school, parents, and the community to improve student achievement.
- The District Parent Involvement Policy will be placed on the PCSSD homepage for parents to have access to the plan.
- Each school will establish a Parent Facilitator to oversee Parental Involvement implementation.
- A survey (annual review) of the effectiveness of the parental involvement policy will be utilized to get feedback. The Parental Involvement Survey from the previous year will be analyzed to better meet the needs of the Parents.



- In addition, a perception survey will be sent to all parents to determine perceptions of each school's effectiveness.
- Pulaski County Special School District will reserve a minimum of 1% of the district's Title I, Part A allocation for parental involvement.
- Schools will involve parents in annual meetings led by the school's parent involvement facilitator to review the school parent involvement plan.

**Goal 2: How will the district provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement?**

- The English as a Second Language Coordinator will ensure, to the extent possible, that information is sent home in a language and form that parents can understand.
- Each school's parent involvement policy is posted on the district website.
- The Title I Parent Coordinator will enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners.
- The district will monitor each Title I, Part A school to ensure that each school performs the following tasks:

1. The school parent facilitator will assist with the development of the school's parental involvement policy. The school parent facilitator will provide an electronic copy of the school's parent involvement policy to the district Title I Parent Coordinator. Each school's plan will be placed on PCSSD's webpage and will be distributed at school parent involvement meetings. 2. School Parent Facilitators will offer flexible meeting times. 3. Each school's parent facilitator and principal will provide information to parents about the school's program. 4. Each Title I school's parent facilitator and principal will develop and use the SchoolParent Compact which describes how the school staff, parents, and students will share the responsibility for improved student academic achievement. 5. Provide training for parents in working with their child to improve academic achievement 6. Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts. 7. Encourage parent participation through creative scheduling of activities through strategies such as holding meetings at a variety of times in the morning or evening. 8. The school's parent facilitator will provide materials and training to help parents work with their children to improve academic achievement. Each Title I school will provide the dates of the trainings, the topics that will be covered, the name of the facilitator and their contact number in their individual school plan.

- Parental Involvement trainings will be held to train Parent Facilitators on effective Parental Involvement practices. Parent Facilitators will take the information back to the local school.

**Goal 3: How will the district build the school's capacity for strong parental involvement?**

- The school's parent facilitator and principal will provide information to participating parents in such areas as national, state, and local education goals, including parent's rights as defined in Title I, Part A.
- The school's parent facilitator will assist in the development of parent engagement groups at their school.
- The district Title I Parent Coordinator and school parent facilitators will involve parents through an annual survey to improve school effectiveness.

- Approve reasonable and necessary expenses associated with parental involvement activities.
- Provide any reasonable support for parental involvement at the request of participating Title I, Part A schools.

**Goal 4: How will the district conduct, with the involvement of parents, ongoing evaluation of the content and effectiveness of the parental involvement policy as it relates to strategies for increasing parental participation and identifying barriers to greater participation?**

- The district Title I Parent Coordinator will survey parents annually, including questions to identify obstacles to parental involvement.
- The Parent Advisory Council, which will include: parents, teachers, and community leaders will meet annually to review the Parental Involvement Plan.
- The district Title I Parent Coordinator will coordinate the meeting and make recommendations and provide suggestions as it relates to parent involvement.
- Develop procedures for collecting parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year.

**Goal 5: How will the district involve parents in the joint development of the district Title I Application under section 1112 (ACSIP)?**

- The Federal Programs Coordinator will recruit parents to serve on the district SIP committee to develop the Title I Application.

**H. Non-Discrimination Policy**

It is the policy of the Pulaski County Special School District to provide equal opportunities without regard to age, race, creed, color, sex, religion, national origin, handicap, or veterans in its educational programs and activities, educational services, financial aid and employment. Inquiries concerning application of this policy may be referred to:

The Division of Equity and Pupil Services  
 925 East Dixon Road/P.O. Box 8601  
 Little Rock, Arkansas 72216  
 Telephone Number: 234-2015

In keeping with the requirements of federal law, state law and applicable court order, the District will strive to remove any vestige of discrimination in the employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline, and, in location and use of facilities. Further, the District will make special efforts to employ and advance women, blacks and handicapped persons.

Any student, or parent, who feels aggrieved under the above policy may secure information concerning filing grievance procedures from the principal of a District school or from the office of the Assistant Superintendent for Equity and Pupil Services.

## **I. Student ID Badges**

All secondary students are required to wear District issued ID badges that are visible during school and on the bus.

## **J. Student Dress and Grooming/School Uniforms**

A student will not practice a mode of dress that disrupts the educational process, calls attention to the individual, violates federal, state or local law, or affects the welfare and safety of students and teachers. Furthermore, students are prohibited from obscene, lewd or vulgar comments or designs and wearing clothing directed toward or intended to threaten, intimidate or demean an individual or group of individuals as well as items advertising alcohol, tobacco or illegal drugs.

Students in the District, grades Kindergarten (K) through five (5), will wear school uniforms; navy and khaki bottoms and solid polo style shirts without emblems.

Exemptions: Parents may apply to building principal for full or partial exemptions or waivers for students due to handicapping condition or religious observation. New students to district schools will be given two weeks to comply with the Uniform Dress Code. Denied exemption requests may be appealed to the Assistant Superintendent for Equity and Pupil Services.

All secondary students are required to wear District issued ID badges that are visible during school and on the bus. The Local School Dress Code will be enforced.

## **K. Evacuations**

In order to be better prepared in case of an emergency, PCSSD has diligently formed an evacuation plan to be used by specific schools. In addition to locating an alternate school to which we can transport your child, the district's Emergency Preparedness Committee has also developed some districtwide rules that will be implemented in the event that your child must be relocated due to an emergency (i.e.: chemical spill, plane crash, train derailment, etc.)

1. Immediately upon notification of an evacuation, the administration and teachers will begin loading students onto buses and sending them to the receiving school. There will be at least one (1) teacher on each bus.
2. Once the sending school has been notified of the need for evacuation, **NO STUDENT** will be released to his parent or guardian until the child has been checked in at the receiving school.
3. No student will be allowed to be removed from a bus at any time.
4. Once at the receiving school, administrators and teachers will begin checking students in and releasing students to parents/guardians as quickly as possible.
5. Your child will only be released to someone other than a parent or guardian if that person has a written consent containing the parent or guardian's signature
6. Once you arrive at the alternate location, there will be information on how to most effectively check out your child, including where to go, traffic instructions, and how to secure your child.
7. If your child attends school at the receiving school, a parent or guardian may check out his child following the usual procedures, unless otherwise notified. Please be aware that traffic flow may be altered, as well as, pick-up sights in order to accommodate the sending school's students.

Please know that the safety of your child is our first concern; and that we will try to do everything possible to keep your child calm and safe during any emergency.

## **L. Student Transfers**

### **Intradistrict Permit Application to Transfer**

Students may be allowed to transfer to different school within the PCSSD attendance zone by completing an intradistrict permit application. All permitted transfers provided by these exceptions will be subject to program capacity at the school to which the transfer is requested, student assignment guidelines, and the District's desegregation plan.

**Transportation is not provided.**

### **Arkansas Public School Choice Act of 2015**

Students may be allowed to transfer to a non-resident school district for school attendance pursuant to the Arkansas Public School Choice Act of 2015.

## **Section II. Academics**



## **A. Curriculum**

Students have the right to a meaningful curriculum, to express their opinion in its development, and access to guides and course outlines. Students have the right to know what is expected of them in class, and to be informed of their progress. Both students and teachers have the right to be treated with dignity.

*Students have the responsibility to meet the requirements of graduation and/or plan of study, to seek counsel and direction in determining education goals, and to work with the teacher to try to resolve any conflicts which might arise. School staff members have the responsibility to recognize the individuality of those students seeking their advice and counsel; to make known to students and the community the broad scope of special instructional programs available in the District; and to work with students to try to resolve conflicts.*

## **B. Evaluation**

Students have the right to know what is expected of them in class in order to receive a specific grade; to be graded fairly; to receive both academic and citizenship grades; to be informed of unsatisfactory work; and, provided suggestions for improvement.

*Students and parents have the right and responsibility to initiate conferences with teachers concerning student classroom performance. Parents have the responsibility to respond promptly to teacher notification of unsatisfactory academic performance or unsatisfactory conduct on the part of the student.*

## **C. Grading System**

Parents or 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, or 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 nine – (9) week grading period to keep parents/guardians informed of their student's progress.

The Board directs that grades be used to measure and report academic progress for grades K-12. All elementary schools will use report cards appropriate to the level being reported. Secondary grades will be reported by computer print-out. Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given as prescribed by Standard VII 12.02 of the "Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts" (2007). The Superintendent is directed to provide guidelines to be used by teachers in reporting grades. These guidelines will include values for regular course-work as well as for advanced placement courses.

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.

The grading scale for all schools in the district shall be as follows:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69-60

F = 59 and below

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

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

The grade point values for Advanced Placement (AP), approved course 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 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 eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus the final grade would be  $.25 (83) + .75 (73) = 75.5\%$  (0.25 X 83) + (0.75 X 75) = 77%.

#### Elementary Education

Pulaski County Special School District recognizes that the reporting system at the elementary level did not coincide with the Common Core Standards that are now mandated to be used in Arkansas public schools. The District began work on a new reporting system for Kindergarten through fifth grade. The new reporting system will be standards based. A rubric will be used to report student progress and the level of mastery that each student has obtained. Specific standards at each level will be marked for each student once every 9-week grading period. Standards-Based Report cards will be phased in and implemented at grades K - 5 by 2022 - 2023. Letter grades will no longer be used at the elementary level after the 2021-2022 school year. It is the intent of the District that the new reporting system will be more comprehensive and provide students and parents with more defined information of the academic progress of each student at the grade level for which he/she is assigned.



## Secondary Education

1. The responsibility for arriving at term grades rests with the individual teacher, but the procedure for arriving at the grade will be fully explained to students and parents and conform to the following percentage scale.
2. For purposes of conversion of grade points into letter grades, quality points will be rounded to the nearest whole number.

## Middle School Teachers

1. To pass a course a student must have the arithmetic mean using the following formula that results in a 60% or above in order to pass a semester/class. Quarter (9-weeks) Grade (1/2) + Quarter (9-weeks) Grade (1/2)/2 = Final/Semester Percentage EXAMPLE: 84 third nine weeks + 91 fourth nine weeks would result in:  $84 + 91$  equals 175 divided by 2 equals 88 for final grade. Semester grades are computed in the following manner: first nine weeks – 50% (1/2) second nine weeks – 50% (1/2).
2. In regular courses student grade points are based on the numerical value of grades as follows:
3. A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

## High School Teachers

1. To pass a course a student must have the arithmetic mean using the following formula that results in a 60% or above in order to pass a semester/class. Quarter (9-weeks) Grade (2/5) + Quarter (9-weeks) Grade (2/5) + Semester Test (1/5)/5 = Final/Semester Percentage. EXAMPLE: 84 third nine weeks + 91 fourth nine weeks and a test score of 88 would result in:  $84 + 84 + 91 + 91 + 88$  equals 438 divided by 5 equals 88 for the final grade. Semester grades are computed in the following manner: first nine weeks – 40% (2/5), second nine weeks – 40% (2/5), and semester test – 20% (1/5).
2. In regular courses student grade points are based on the numerical value of grades as follows:
3. A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

Students in grades 9-12 shall qualify to be exempt from taking the semester test in a class when they have: (a) maintained at least a “B” average for the semester; (b) 4 or less unexcused absences; and (c) not been suspended from school. Semester grades will be determined by an average of the two Quarters (9-weeks).

### **Advanced Placement, International Baccalaureate, and other ADE Approved Honors Courses**

Awarding of weighted grades for Advanced Placement (AP), International Baccalaureate (IB), and other ADE approved honors courses is contingent upon teacher completion of appropriate training/approval and students completing the corresponding exam. Grades earned in AP courses, the IB Diploma Program, and other state approved Honors courses will have the numerical values as follows if the student completes the AP, IB, or other Honors course and appropriate test exam. The course shall be offered by a teacher who meets College Board, International Baccalaureate, and Arkansas Department of Education licensure guidelines.ii

A = 5.0

B = 4.0

C = 3.0

D = 2.0

F = 0

—Advanced placement course refers to courses which use a college level syllabus or textbook as the course content and which are intended to prepare students to take an Advanced Placement test offered by the College Board.

## **D. Homework Policy**

The term homework refers to an assignment to be completed outside of class or an assignment which requires further individual work in the study hall or the home.

The Board recognizes homework as an important part of the educational process and directs that homework assignments meet, at a minimum, the following objectives: improvement of learning processes; aid in mastery of skills; and the creation and stimulation of interest on the part of the students.

The Board also recognizes that learning activities in the life of a student are not restricted to the classroom or homework assignments. Participating in school activities, pursuing cultural interests, participating in family living and exploring personal interests are factors to be considered by teachers in planning assignments. Under no circumstances is homework to be used as a form of punishment.

### **General Guidelines**

1. Homework will be used as a learning activity increasing in complexity with the maturity of the student. With increased maturity, learning should become a more independent activity. Meaningful assignments will be used to encourage students to investigate for themselves and to work independently as well as with others. As the student advances through school, it is reasonable to expect that the amount of homework may be increased, but care should be exercised in terms of the amount given and the time required for each assignment.
2. Instructions for homework assignments will be clear and specific so that the student may complete the work. All homework will involve some type of follow-up and evaluation; the work will be checked for errors and corrected to provide prompt feedback and reinforcement.

### **Limitations**

1. Homework will not require use of materials or equipment not readily available in most homes, school libraries or public libraries and should require the use of those materials and equipment only after the student has had instruction in their use.
2. Homework will not be used as a form of punishment under any circumstances.

## **E. Make-up Regulations**

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

1. Students or parent/guardians are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student or the student's parent/guardian.
3. Students or parent/guardians are required to ask for assignments on the student's first day back at school or their first class day after their return.
4. Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have at least one class day to make up their work for each class day they are absent at the discretion of the teacher.

6. Make-up work which is not turned in within the make-up schedule for that assignment shall be graded at the discretion of the teacher.
7. Students, or the parent/guardian of elementary students, are responsible for turning in their make-up work without the teacher having to ask for it.
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return, at the discretion of the teacher.
9. In the case of a student with a disability under IDEA who has an IEP or a student with a Section 504 Plan, unless an exception to the above rules is a stated accommodation, the student will be subject to the same rules regarding make-up work as his/her non-disabled peers.

Work may not be made up for credit for unexcused absences **unless** the unexcused absences are part of a signed agreement with the principal.

Students who are found to be out of designated area **and in violation of this rule the 2nd time** will not be allowed to make up major classroom test. **Students will be allowed to make up work missed during the time of suspension.** 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.

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

## **F. Report Cards/Progress Reports**

The Board believes that student performance is a joint responsibility of the school and the home and that students are best served when there is open and frequent communication between the two. Personal communication between the teacher and parent may be through grade reports, parent-teacher conference, telephone conference, home visit, notes of commendation or suggestion for improvement. All teachers will be encouraged to use these and similar means for communication.

Interim reports will be sent to parents of all students during the fifth week of the first term. During the fifth week of the second, third and fourth terms, teachers will send interim reports to parents for students who have low or failing grades, and for those whose achievement is deteriorating to the point that there is a possibility of a failing semester, term, or final grade that was not reflected on the previous term's report. Principals will require that interim reports be returned to the teachers with parent signatures.

Parent Conferences will occur once each semester based on the District Calendar. School records will provide documentation of parent participation.

## **G. Promotion and Retention of Students**

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

At least once each semester, the parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis, and teacher(s) of a student in kindergarten through eighth (8<sup>th</sup>) grade shall be notified in writing of the student's independent grade-level-equivalency in reading.

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.

Students graduating in 2011 through the 2022 graduating class will meet the following requirements: A student in grade (9) must have a minimum of five (5) academic credits at the beginning of the fall semester to be promoted to grade ten (10). A student must have (10) academic credits at the beginning of the fall semester to be promoted to grade eleven (11), and fifteen (15) academic credits at the beginning of the fall semester to be promoted to grade twelve (12). Beginning with the 2019-2020 freshman class, a student in grade (9) must have a minimum of five and one half (5.5) academic credits at the beginning of the fall semester to be promoted to grade ten (10). A student must have eleven (11) academic credits at the beginning of the fall semester to be promoted to grade eleven (11), and sixteen and one half (16.5) academic credits at the beginning of the fall semester to be promoted to grade twelve (12).

At the middle school level, a student is expected to progress annually from grade to grade. A student that has not passed both semesters of language arts and math, and does not have two or more passing semester grades in either science and/or social studies shall be referred to the retention committee. However, if in the judgment of the professional staff, a student is at risk of not reaching proficiency in sufficient basic skills to be potentially successful at the next grade level, the local school retention committee will be convened.

This committee will look at all available data and determine the grade placement that is in the best educational interest of the student. Data examined will include but not be limited to: teacher recommendation, medical history, grades, work samples, prior educational history, age and attendance.

The committee decision will be explained by the principal and teacher to parents of the students. A modification plan, attached to the student success plan (SSP), will be created for each retained student that is reviewed by the retention committee.

At the elementary school level, the school shall, at a minimum, evaluate each student annually in an effort to help students who are not performing at grade level. Parents or guardians shall be kept informed concerning the progress of their student(s).

Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success. If a student is to be retained in a grade, notice of retention and reason will be communicated promptly. Each elementary/middle school shall have a biracial retention committee composed of:

- Counselor assigned to student
- Principal or assistant principal
- Classroom teacher(s) who currently work with the student or core team
- Additional teachers (for example one on the student's grade level and one from the next grade level)
- Instructional Coaches in the school (Math, Literacy)
- A 504/special education representative (if applicable)
- The student's parent(s), legal guardian(s), persons having lawful control of a student, or persons standing in loco parentis.

In order to determine promotion or retention of a student, the retention school-based committee shall meet with the parents/guardians, teachers, principal, and other pertinent personnel. The committee 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. Promotion or retention, as discussed by the committee, shall be primarily based on the following criteria:

- Academic achievement
- School attendance
- Achievement test scores (CRT)
- Physical maturity and age
- Social and emotional maturity
- Teacher recommendation
- Light's Retention Scale instrument
- Medical history
- Work samples
- Prior educational history

If the conference attendees fail to agree concerning the student's placement, the final decision to promote or retain shall rest with the building principal. Parents or guardians may appeal the promotion/retention by requesting a hearing with the building level principal. The building level decision to promote/retain may be appealed to the Deputy Superintendent of Learning Services.

Each student, 8th grade and above, 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.

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.

An SSP shall be created:

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

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components.

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

## H. Online Learning

An online learning environment provides students in grades nine (9) through twelve (12) an instructional alternative to the traditional in-class setting. Online learning is comprised of these areas: Credit Recovery, ACT 1280, ACT 187, additional course, and early graduation (Please see the chart below). These courses are offered after school hours. Odysseyware will be the platform for online learning.

ONLINE LEARNING		
Option	Cost	Information
Credit Recovery	\$180 per semester	Recover missed credit
<a href="#">ACT 1280</a>	Free Online Option	Available Courses: CBA I & II, English I, II, or IV (for students on grade level) 10 students per campus. First-time takers only.
<a href="#">ACT 187</a>	Free Online Option	460020 Essentials of Computer Programming, 565010 AP Computer Science Principles-Level 1, 565020 AP Computer Science Principles-Level 2
Additional Courses	\$180 per semester	Courses not offered on the school campus or additional courses needed.
Early Graduation	\$180 per semester	Available Courses: English II & English IV

### Referral Process

1. A counselor at the student's home school must initiate the referral.
2. If the student has an IEP or 504 Plan, the appropriate documentation must accompany the referral form.
4. The referral form must be signed by a counselor at the student's home school and delivered to the Central Office.



## I. Smart Core Curriculum and Graduation Requirements for the Class of 2020

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 (7<sup>th</sup>) grade, or when a seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) 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 requirements of their IEP (when applicable) 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. 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 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;
- 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 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). There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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

## Digital Learning Courses

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

## SMART CORE: Sixteen (16) units

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

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

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

**CAREER FOCUS: - Six (6) units**

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

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

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

## **CORE: Sixteen (16) units**

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

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

Mathematics: four (4) units

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

Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

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

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

## **CAREER FOCUS: - Six (6) units**

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

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

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

Students will be allowed to repeat a failed English class during the school day the following year. Only two periods shall be allotted for English during the school day (one period for a repeat English and one for on grade level English - not previously failed). Students may schedule only one English class on grade level each year.

### **Smart Core Curriculum and Graduation Requirements for the Classes of 2021 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 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 requirements of their IEP (when applicable) to be eligible for graduation. When applicable, the only classes eligible to graduate with a regular diploma through fulfillment of the IEP are the classes of 2021 and 2022. Beginning with the 2019-20 School Year, incoming freshman with IEPs who are not participating in Smart Core must either meet the requirements for the core pathway or alternate pathway in order to graduate with a regular diploma. 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 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;
- 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.

Beginning with the 2019-20 School Year, incoming freshman with IEPs who are not participating in Smart Core must either meet the requirements for the core pathway or alternate pathway in order to graduate with a regular diploma. To pursue the Alternate Pathway to Graduation, the student must have a significant cognitive disability and meet the criteria for and participate in the state's alternate assessment. Students with IEPs who do not fulfill the Smart Core, Core or Alternate Pathway requirements for graduation may receive either a certificate of attendance or a certificate of completion. Alternate pathway to graduation align with the general pathway to graduation. For each current graduation requirement, the alternate pathway will have a requirement that is similar but appropriate for this group of students. If appropriate, students on the alternate pathway to graduation may attend school through the school year the student turns 21 years of age. IEP teams will decide if a student is eligible for the alternate pathway to graduation and should determine the most appropriate route or course of study that will lead to graduation. The course of study should be based on student interests, strengths, and needs. Beginning with the class of 2023, students who do not fulfill the alternate pathway or general graduation requirements will not be eligible for an Arkansas diploma. Students are eligible to receive a certificate of completion or attendance.

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 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 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.

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

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

## Digital Learning Courses

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

## Personal and Family Finance

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

SMART CORE: Sixteen (16) units

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

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

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

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

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

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

Natural Science: three (3) units

DESE approved biology – 1 credit;

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

Social Studies: three (3) units

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

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

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

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

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

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

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

Science: three (3) units

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



Social Studies: three (3) units

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

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

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

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

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

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

**CAREER FOCUS:** - Six (6) units

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

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

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

## The Arkansas Alternate Pathway to Graduation

**ESSA Requirements ([NCEO Brief](#)):**

- Standards-Based
- Aligned with State Requirements for Regular Diploma
- Obtained During FAPE Period

Minimum Graduation Requirements: General Pathway	Minimum Graduation Requirements: Alternate Pathway to Graduation	Course Standards for Alternate Pathway to Graduation
<p><b>English Language Arts 4 credits</b></p> <ul style="list-style-type: none"> <li>● English 9</li> <li>● English 10</li> <li>● English 11</li> <li>● English 12</li> </ul> <p><b>Oral Communication ½ credit</b></p> <ul style="list-style-type: none"> <li>● Oral Communication ½ credit</li> </ul> <p><b>Mathematics 4 credits</b></p> <ul style="list-style-type: none"> <li>● Algebra I</li> <li>● Geometry</li> <li>● ADE approved math 2 credits</li> </ul> <p><b>Social Studies 3 credits</b></p> <ul style="list-style-type: none"> <li>● American History</li> <li>● World History</li> <li>● Civics ½ credit</li> <li>● Economics and Personal Finance credit ½ credit</li> </ul>	<p><b>English Language Arts 4 credits</b></p> <ul style="list-style-type: none"> <li>● English Exploration I</li> <li>● English Exploration II</li> <li>● English Exploration III</li> <li>● English Exploration IV</li> </ul> <p><b>Oral Communication ½ credit</b></p> <ul style="list-style-type: none"> <li>● Oral Communication Exploration ½ credit</li> </ul> <p><b>Mathematics 4 credits</b></p> <ul style="list-style-type: none"> <li>● Math Exploration I</li> <li>● Math Exploration II</li> <li>● Math Exploration III</li> <li>● Math Exploration IV</li> </ul> <p><b>Social Studies 3 credits</b></p> <ul style="list-style-type: none"> <li>● US History Exploration</li> <li>● World History Exploration</li> <li>● Civics Exploration - ½ credit</li> <li>● Economics, Personal Finance, and Financial Literacy Exploration - required ½ credit</li> </ul>	<p><b>ELA Alternate Achievement Standards</b></p> <ul style="list-style-type: none"> <li>● <a href="#">HS ELA Standards with Linkage Levels and Mini Maps</a></li> <li>● <a href="#">DLM ELA 9-10</a></li> <li>● <a href="#">DLM ELA 11-12</a></li> </ul> <p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>● ELA Alternate Achievement Standards for Speaking and Listening</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● <a href="#">HS Math Standards with Linkage Levels and Mini Maps</a></li> <li>● <a href="#">Math standards organized by the grade in which they may be assessed</a></li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Alternate US History</a></li> <li>● <a href="#">Alternate World History</a></li> <li>● <a href="#">Alternate Civics</a></li> <li>● <a href="#">Alternate Economics and Personal Finance</a></li> </ul>

## **J. Graduation Exercises**

The guidelines for determining student eligibility to participate in graduation exercises:

1. Beginning with the graduating class of 2010-2011, students must complete all graduation requirements that are in effect at the time of graduation to be eligible to participate (walk) and receive their diploma at graduation ceremonies.
2. Students who plan to graduate early (less than eight (8) semesters), must meet all graduation requirements.

## **K. Class Rankings**

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the State Board of Higher Education and the State Board of Education and have a cumulative GPA of 3.5 on a weighted scale will be designated as honor students.<sup>2</sup> The GPA shall be derived from courses taken in public schools or ADE accredited schools or programs in grades nine (9) through twelve (12).

For purposes of designation of student honors (valedictorian, etc.) and for college admission information, students will be ranked at the end of the first semester of the graduating year. Beginning with the graduating class of 2010 - 2011, class rank for the designation of student honors (valedictorian, etc) will be determined at the end of the eighth semester for graduating seniors. Students will be ranked at the end of the first semester of the graduating year for college admission and scholarship purposes. Class rank is to be determined by assigning the highest average a rank of number one (1); the second highest, the rank of number two (2); etc. In cases where more than one student has the same numeral average, all students with that average will be given the same rank. The next highest average will assume the next rank position which will indicate the number of students having a higher rank. The numerical rank will be extended 3 digits. Valedictorian: The student with the highest class rank will be valedictorian.

In instances when more than one student holds the numerical one rank, all students holding the rank will be declared co-valedictorians. Salutatorian: The student with the second highest class rank will be declared salutatorian. In instances when more than one student holds the numerical two rank, all students holding the rank will be declared co-salutatorians. Honor Graduate: In order to qualify as an honor graduate, a student must have a minimum 3.5 grade point average and be enrolled in core courses required for graduation by the final semester of the year in which he will graduate. A student enrolled in a course which cannot be completed by the end of the fourth nine weeks is not eligible to be an honor graduate.

In computing class rank of students, the following system will be used: Regular Classes: Each grade will be given the indicated value, A = 4, B = 3, C = 2, D = 1, F = 0. U Advanced Placement Classes U: Each advanced placement course will be given the indicated value, A = 5, B = 4, C = 3, D = 2, F = 0.

## **L. Student Records – Notice of Privacy Rights**

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

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

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

For the purposes of this policy a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

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

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

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

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

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

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

If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District.

"Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

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

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

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

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

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

## **M. Alternative Learning Programs**

The Pulaski County Special School District has alternative programs which include the Student Assistant Center (SAC), in-house suspension, Alternative Learning Classroom (ALC) (an alternative learning center) for middle and senior high school students and the Multiage Program for 2nd, 3rd, and 4th grade students.

The programs are designed to provide prevention and intervention strategies to students dropping out of school due to excessive suspensions, poor attendance, inappropriate behavior, or lack of interest in academics.

### **Multiage Program - Elementary Only**

The mission of the Multiage Program is to provide training and support in the implementation of a positive academic and behavioral intervention model to help students at risk of school failure become proficient in mathematics and literacy, self-disciplined, responsible and productive members of their school community.

#### **Selection Process**

1. At the beginning of the 4th nine weeks, the principal, counselor, and teacher may recommend 1st, 2nd and 3rd grade students experiencing educational and/or social difficulties.
2. Principal, counselor, and teacher will complete Multiage Program Student Referral Form.
3. Completed referrals will be given to the principal.
4. Multiage Program Placement Committee will be convened. The placement committee will consist of the principal, a member of Equity and Pupil Services, a teacher, and counselor.
5. The placement committee will meet to review behavioral interventions, office referrals, grades, test scores, attendance, disciplinary data, and other pertinent student information for the Multiage classroom.
6. The committee will make recommendations for placement to the building principal.
7. Principal will contact parent/guardian of student(s) selected for the program prior to the end of the school year to schedule a conference.
8. The principal, counselor, and committee chair will hold a conference with the parents of each student to discuss and inform them of the recommended placement.

This process will be completed prior to the last day of school. The Multiage classroom enrollment should not exceed 12 students for the upcoming school year.

### **Alternative Learning Classroom (ALC)**

PCSSD ALC's, alternative learning classrooms, provide instruction for students in grades six (6) through twelve (12) who have experienced adjustment problems in the secondary schools of Pulaski County Special School District. Its purpose is to give students the necessary assistance to improve their grades and behavior to meet acceptable standards in the secondary schools of the District.

#### **Referral Process**

1. The following referrals must be initiated at the student's home school.
  - a. Parent referral
  - b. School referral
  - c. Assigned school special education coordinator for special education students must be submitted to the local special education coordinator.
2. Referral packets must be completed by the student's assigned school and kept at the local school. This process is overseen by the Director of Pupil Services.

## **Alternative Learning Screening Committee**

Exemplary practice 7.1 from the National Alternative Education Association states, —the alternative education program has a screening committee to ensure that the alternative placement is most appropriate for the student’s specific academic, behavioral, life skill, service coordination, transitional and vocational needs (individual student, individual placement decision).ll

All schools will create a screening committee at the beginning of each school year. The responsibility of the screening committee shall be as follows:

- To determine eligibility of students for AL
- Ensure that interventions are implemented before submitting students to AL
- Consider the appropriateness of interventions
- Provide option for students unsuccessful in a traditional school setting
- Ensure that behavior contract follows student to AL
- Meet with student and inform student of consideration for AL
- Ensure that due process is followed
- Ensure parents are aware of possible placement

The Screening Committee shall be comprised of: Teacher, Parent, Counselor, Administrator, Director/Central Office or Designee and Special Education Coordinator, when applicable.

\* It may be convenient for schools to operate or integrate this committee through established RTI committees located within the school.

## **N. Academic Dishonesty**

A student will not cheat on assignments or tests, nor will a student aid other students in cheating on tests. Students caught cheating on tests will receive a zero. Plagiarism is considered academic dishonesty. Any student committing plagiarism will receive a zero.

## **O. Advancement Via Individual Determination (AVID)**

AVID is a foundational component of the AVID College Readiness System and supports AVID's mission and vision to provide a comprehensive model of success for all students, from elementary through higher education. Based on the same learning foundation that underlies AVID secondary, AVID Elementary is designed to be embedded into the daily instruction of all elementary classrooms, across entire grade levels, to impact schoolwide structures. The center of AVID's learning process is three-fold:

1. Rigor, relevance and relationships in each classroom.
2. Introduce college and career thinking.
3. Close the opportunity gap before it begins.

Implementation of AVID will begin in the 2019-2020 school year in the intermediate grades in all elementary schools, middle schools in grade 7 and grade 9 in all high schools. In the next 3-5 years it is our goal to have AVID strategies implemented throughout all classrooms grades K-12.



# Section III. Attendance



## **A. Compulsory Attendance Ages**

Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy, within the District shall enroll and send the child to 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 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, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of 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).

## **B. Entrance Age Requirements**

To enroll in a school in the District, the child must be a resident of the District as defined in District policy, meet the criteria outlined in policy, or be accepted as a transfer student under the provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option.

Students may enter kindergarten if they will attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, will become five (5) years old during the year in which he/she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District.

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

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

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

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

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

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

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; or
  - g. Previous school records.
3. The parent, legal guardian, person having lawful control, 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.
5. In order to verify school zone of residence, parents or legal guardians must provide the following: gas, water or electric bill showing address within attendance zone in parent/guardian name. If this document is provided, no other document is needed. If this document is **not** provided then two or more documents from the list below are needed:
  - a. Deed to home
  - b. Rent receipt for latest month
  - c. Property tax bill
  - d. Escrow papers
  - e. Lease Agreement (Landlord/Management office may be contacted to verify agreement)
  - f. Deposit receipt for gas, electric, cable or AFDC correspondence (i.e. welfare check,

- food stamps)
- g. Copy of driver's license showing current address in zone
  - h. Current active bank account checkbook with name and address imprinted (Bank may be contacted to verify existence of account)

### **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. §§ 1209 and 1210.

"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.

"Active duty members of the uniformed services" includes members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211;

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.

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

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

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

An eligible child as defined in this policy shall:

1. Be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school;

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

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.

## **C. School Admissions**

All persons seeking admission to the elementary and secondary schools of the District must satisfactorily meet eligibility prerequisites for the school or program to which they seek admission.

Any student transferring from a school accredited by the Department of Education to a school in this district shall be placed into the same grade the student would have been in had the student remained at the former school. Any 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.

The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation. Students who request admission at a time when they are suspended from another school district will not be admitted until the period of suspension expires. This policy will also apply if a student has been recommended for expulsion, but has been allowed to withdraw from school prior to final action on the recommendation. The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another district to enroll as a student until the time of the person's expulsion has expired.

Transcripts of students transferring into the District will be assessed and evaluated by the principal or his designee at the receiving school. Course credits will be accepted as determined by the principal. Grades will be accepted on the same grading scale utilized by the sending school.

Any student transferring from home school or a school that is not accredited by the Arkansas Department of Education to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. In the event that a student has no grades or transcript, the receiving school shall evaluate for proper placement.

The District will comply with the laws of Arkansas and regulations of the State Board of Education in its admission practices. Further, the admission practices will be construed in a manner consistent with the desegregation plan and student assignment plan of the District as approved by the United States District Court for the Eastern District of Arkansas. (Arkansas Laws 6-18-316, 6-18-510, 6-15-504)

## **D. Excused and Unexcused 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 from the list below. The student must bring a written statement to the principal or designee upon his/her return to school from the parent or legal guardian stating such reason. A written statement presented for an absence having occurred more than five (5) school days prior to its presentation will not be accepted.

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

### **Unexcused Absences**

Absences not defined above or not having an accompanying note from the parent; legal guardian; person having lawful control of the student; or person standing in loco parentis, presented in the timeline required by this policy, shall be considered as unexcused absences. Students with ten (10) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has five (5) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day. Whenever a student has ten (10) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law. 4

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

Students who attend in-school suspension shall not be counted absent for those days. Days missed due to out-of-school suspension or expulsion shall not be counted toward the ten (10) unexcused absences allowable per semester.

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

Each school principal, with the assistance of his School Leadership Team will develop a plan detailing attendance counseling and reporting. This plan will be in compliance with District policy and the above regulations.

**Procedures for Reporting Student Absences/Dropping for Non-attendance:**

1. Automated Call outs performed daily for absences after every class period (Connect 5) within the first 30 minutes of the 1st class where the student is reported absent.
2. Run a weekly Cognos Minimum Absence Report (students with 5 or more absences)
3. At five unexcused absences in any class period, parent notification by letter mailed with attendance record attached; signed by principal
4. Weekly list of students who were not contacted through daily call out provided to registrar
5. After 10 (ten) full days (5/7 class periods) of unexcused absences, a letter to parent with referral form attached (sent by certified mail), and emailed to prosecuting attorney
6. Call DHS hotline to report excessive absences 1-800-482-5964.
7. After the 10th consecutive day of absence, student is dropped for non-attendance; copied to registrar and counselor, email teachers.
8. Notification of Non-attendance drop form sent to parent (certified mail); Notification to DFA Drivers Control.



## **E. Tardy Policy**

A tardy is any time a student arrives after school begins and departs before the school day ends. If an elementary student misses two and a half (2.5) hours of daily instruction it will be considered a half-day absence.

## **F. Alternative Method of Instruction (AMI)**

Act 862 of 2017 allows a public school district to develop a plan for alternative methods of instruction to be used on days when the superintendent closes school due to exceptional or emergency circumstances. As stated in the legislation, the Commissioner of Education may grant up to the equivalent of ten (10) student attendance days for public school districts that have an alternative instruction plan approved by the commissioner for the use of alternative methods of instruction, including without limitation virtual learning, on days when the public school district is closed due to exceptional or emergency circumstances such as: a contagious disease outbreak, inclement weather, or other acts of God; or utility outage.

AMI days will be an unexcused absence if the student does not submit the AMI work when due. The teacher will enter the absence in the Teacher Access Center (TAC). Make-up regulations will apply to AMI days (see page 18, L. Make-up Regulations).

# Section IV. Student Services



## **A. Locks, Lockers, Desk and Other Student Storage Facilities**

Locks, lockers, desks and other student storage facilities are school-owned property. Students may not use a lock on lockers other than the one issued by the school.

Desks and lockers are school property and remain at all times under the control of the school. School authorities may conduct periodic general inspections at any time for any reason related to school administration.

Inspection of individual lockers or desks may occur when there is a reasonable cause to do so and in those cases, the student and two (2) adults shall be present.

## **B. Health Services**

**K-12 Immunization Requirements:**

The requirements for entry into school are: Kindergarten: At least four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), or Diphtheria/Tetanus (DT pediatric) vaccine; at least four doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; three doses of Hepatitis B vaccine; one dose of Hepatitis A; and two doses of Varicella (chickenpox) vaccine. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted (See Table II). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

1st through 12th grade: At least three or four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), Diphtheria/Tetanus (DT- pediatric), Tetanus/Diphtheria (Td-adult) or Tetanus/Diphtheria/Acellular Pertussis (Tdap) and one dose of Tdap for ages 10 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); at least four doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; two or three doses of Hepatitis B vaccine; two doses of Hepatitis A for First Grade; two doses of varicella vaccine; and one or two doses of Meningococcal vaccine with one dose for 7th grade and a second dose of Meningococcal vaccine 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 dose is required. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. (See Table II). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

7th grade: In addition to the vaccines requirements listed under 1st through 12th grade, one dose of Meningococcal vaccine.

Every child must have received all of the vaccines, be in-process of receiving needed doses listed in Table II, show proof that they have a letter from the Arkansas Department of Health approving serology as proof of immunity, or applied for an exemption for those vaccines he/she has not received in order to continue attendance in a public or private school. If the child does not meet the immunization requirements for entering a public or private school, refer the child to a medical authority (private doctor or health department) for immunization or consultation.

<b>Vaccine ►</b> <hr/> <b>Grade ▼</b>	<b>Diphtheria, Tetanus, Pertussis (DTP/DT/Td/D TaP/ Tdap)</b>	<b>Polio (OPV – Oral or IPV Inactivate d)</b>	<b>MMR***** (Measles, Mumps, and Rubella)</b>	<b>Hep B</b>	<b>Meningococcal (MCV4)</b>	<b>Varicella</b>	<b>Hepatitis A</b>
<b>Kindergarten</b>	4 doses (with 1 dose on or after 4 <sup>th</sup> birthday)	4 doses (with 1 dose on or after 4 <sup>th</sup> birthday with a minimum interval of 6 months between the 3 <sup>rd</sup> and 4 <sup>th</sup> dose)	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1)	3 doses	None	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1)  *****A medical professional history of disease may be accepted in lieu of receiving vaccine.	1 dose on or after 1 <sup>st</sup> birthday

Vaccine ► ----- Grade ▼	Diphtheria, Tetanus, Pertussis (DTP/DT/Td/DTa P/ Tdap)	Polio (OPV – Oral or IPV – Inactivate d)	MMR***** (Measles, Mumps, and Rubella)	Hep B	Meningococca I (MCV4)	Varicella	Hepatitis A
<b>Grades 1 – 12</b>	<p>4 doses (with 1 dose on or after 4<sup>th</sup> birthday)</p> <p><b>AND</b></p> <p>1 dose of Tdap for ages 10 years (as of September 1<sup>st</sup> each year) and older</p> <p><b>OR</b></p> <p>3 doses***** for unvaccinate persons 7 of age or (including persons cannot document vaccination)</p>	<p>4 doses (with 1 dose on or after 4<sup>th</sup> birthday with a minimum interval of 6 months between the 3<sup>rd</sup> and 4<sup>th</sup> dose)</p>	<p>2 doses (with dose 1 on or after  1<sup>st</sup> birthday and dose 2 at least 28 days after dose 1)</p>	<p>2** or 3*** doses (11-15 year olds  could be on a 2- dose schedule)</p>	<p>Second dose at age 16 years (as of September 1<sup>st</sup> each year)</p> <p><b>O</b></p> <p>If first dose is administered at age 16 years or older, no second dose required.</p> <p><b>O</b></p> <p>1 dose if not vaccinated prior to age 16 years</p>	<p>2 doses (with dose 1 on or after 1<sup>st</sup> birthday and dose 2 at least 28 days after dose 1)</p> <p><b>OR</b></p> <p>*****A medical professional history of disease may be accepted in lieu of receiving vaccine.</p>	<p><b>Grade 1 only:</b> 2 doses with one dose on or after 1<sup>st</sup> birthday and at least 6 months from the first dose.</p>

Vaccine ► ----- Grade ▼	Diphtheria, Tetanus, Pertussis (DTP/DT/Td/DTa P/ Tdap)	Polio (OPV – Oral or IPV – Inactivated)	MMR***** (Measles, Mumps, and Rubella)	Hep B	Meningocoal (MCV4)	Varicella	Hepatitis A
<b>Grade 7</b>	<p>4 doses (with 1 dose on or after 4<sup>th</sup> birthday)</p> <p><b>AND</b></p> <p>1 dose of Tdap ****</p> <p><b>OR</b></p> <p>3 doses ***** for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination)</p>	4 doses (with 1 dose on or after 4 <sup>th</sup> birthday with a minimum interval of 6 months between the 3 <sup>rd</sup> and 4 <sup>th</sup> dose)	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1)	2** or 3*** doses (11-15 year olds could be on a 2- dose schedule)	1 dose	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1) <b>OR</b> *****A medical professional history of disease may be accepted in lieu of receiving vaccine.	None

\*Doses of vaccine required for school entry may be less than the number of doses required for age-appropriate immunization.

\*\*An alternative two-dose hepatitis B schedule for 11-15 year-old children may be substituted for the three-dose schedule. Only a FDA-approved alternative regimen vaccine for the two-dose series may be used to meet this requirement. If you are unsure if a particular child's two-dose schedule is acceptable, please contact the Immunization Section for assistance at 501-661-2169.

\*\*\* 3rd dose of hepatitis B should be given at least 8 weeks after the 2nd dose, at least 16 weeks after the 1st dose, and it should not be administered before the child is 24 weeks (168 days) of age. (All 3rd doses of hepatitis B vaccine given earlier than 6 months of age before 6/21/96 are valid doses and should be counted as valid until 6/21/2014.)

\*\*\*\* Tdap vaccine can be administered regardless of the interval since the last tetanus and diphtheria toxoid-containing vaccine.

\*\*\*\*\* Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

\*\*\*\*\*A medical professional is a medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA). No self or parental history of disease will be accepted.

\*\*\*\*\* For unvaccinated persons 7 years of age and older (including persons who cannot document prior vaccination), the primary series is 3 doses. The first two doses should be separated by at least 4 weeks, and the third dose at least 6 months after the second. One of these doses (preferably the first) should be administered as Tdap and the remaining two doses administered as Td.

Vaccine doses administered up to 4 days before the minimum interval or minimum age can be counted as valid for doses already administered. Exception: The minimum interval between doses of live vaccines (such as MMR and Varicella) must be 28 days.

If the child does not meet the immunization requirements for entering school, the school shall refer the child to a medical authority (private doctor or health department) for immunization or consultation for when the immunization is due.

### **Administering Medicine To Students**

It is the policy that no drug or medicinal preparation, except for medicines or medications used in first aid, will be administered to students on any school premises by school personnel unless the student requires the medication in order to attend school. To ensure a safe method in dispensing medications to students, a current and valid doctor's prescription with instructions as well as a written request from the student's parent/guardian must be provided to school personnel.

### **Guidelines**

- 1. Only medications prescribed by a physician will be given at school.**
- 2. All medication (both prescription and over the counter medicine) must be in a container (bottle) with a prescription label noting the name of the student, medication name, dosage, and clear directions for administration.**

3. School personnel are not trained to determine when non-scheduled medications are needed, as this is a form of prescribing. However, there are times when PRN (as needed) medication may be required. A physician statement must be provided giving specific instructions regarding how much, when and how often the medication is to be given.
4. The consent form (MARF) must be signed by the parent or guardian before any medication will be given at school. **Handwritten notes are not acceptable.**
5. No medication to be given three (3) times daily or less will be administered at school unless a physician's statement specifically directs the medication be given at a certain time.
6. Building level personnel and school nurses will administer medicine to students according to Board Policy Code.
7. A locked and limited access area for storage of medications will be provided.
8. Parents/guardians shall be responsible for transporting medication to and from school for students in grades K-12 unless other arrangements are made with the school nurse or principal. It is recommended that parents/guardians bring a month supply to school and note when more medicine is needed to prevent missed doses due to depleted supply. The quantity of medication will be counted and recorded when medication is brought to the school.
9. **At the end of the school year, any unused medication must be picked up by parent/guardian on or before the last day. All medication not picked up will be destroyed in the presence of a witness, unless prior arrangements have been made.**
10. The school nurse or designee must administer all medications. However, to comply with Act 1694 of 2005, an exception will be made for students to carry/self administer asthma inhalers or emergency medications required for documented health conditions with a physician order and school nurse approval. An emergency health care plan and the consent (MARF) must be on file. For the student's protection, the nurse or designee will not give a dosage of medication in excess of the recommended dosage on the label unless a physician's order is received.
11. The initial dose of a new medication must be given by the parent/guardian outside of the school setting.
12. No sharing of any medication is permitted.
13. Narcotic pain medication will not be administered in the school setting. Students requiring this type of medication should stay at home.

### **Communicable Diseases and Parasites**

The Board recognizes that all children have a right to a free, appropriate education. However, the Board reserves the right to remove or exclude any students or staff whose physical condition exposes others during the period of communicability as established by the Arkansas Department of Health (Rules and Regulations Pertaining to Communicable Disease, Ark. Code Ann. §§ 20-7-101 et. seq.)

Communicable disease control procedures regarding removal from school and readmission will be maintained in cooperation with the Arkansas Department of Health guidelines. The Rules and Regulations Pertaining to Communicable Disease, prepared by the Arkansas Department of Health and approved by the Arkansas Department of Education, will be posted in all school health rooms.

For diseases not referred to in the Rules and Regulations and in cases where proof of treatment cannot be clearly verified, the Board reserves the right to require a physician's statement for readmission to school. Protocol for communicable diseases will be prepared and disseminated throughout the District by the Facilitator of Health Services.



If a student or staff member has presented evidence of a serious infectious disease (such as but not limited to Hepatitis B or C, or Acquired Immune Deficiency Syndrome [AIDS]), the Superintendent will establish an advisory committee to review the medical information and make appropriate recommendations. Department of Health guidelines will be followed as occurs with all communicable diseases.

### **Head Lice**

Head lice are a fairly common problem in school age children. They are most prevalent in the preschool and elementary populations. While head lice are a nuisance, they do not pose a significant health hazard and are not known to spread disease. They can be acquired anywhere in the community and may not be identified until weeks or months after exposure. Having head lice is not related to cleanliness of the person or their environment.

If a child is assessed as having head lice, confidentiality must be maintained so the child is not embarrassed. The child's parent or guardian should be notified that day and educated on the prompt, proper treatment of head lice.

#### **When a student has suspected head lice:**

1. The School Nurse or trained staff member will assess the student with suspected head lice as needed to determine the action steps required.
2. If live adult lice are found, the student's parent or guardian will be notified with instructions on how to ensure that treatment guidelines are followed.
3. Students may be picked up from school by the parent or guardian upon identification of the head lice.
4. A head lice letter and treatment timeline will be sent home with the student.
5. Students will not be excluded from school for the identification of nits only and will be allowed to remain in class.
6. A follow up assessment of the student will be completed by the School Nurse or trained staff member within 7-10 days.
7. The parent must provide proof of treatment to the School Nurse or building administrator.
8. The student will be assessed by the School Nurse or trained staff member after a head lice treatment has been administered at home by the parent or guardian.
9. The parent/guardian is instructed to ensure that all treatment guidelines have been followed so that re-infestation does not occur.
10. Screening of students who have close contact with the student at school will be assessed at the discretion of the School Nurse.
11. Only students who have active head lice will be sent notification from the school nurse or building administrator.
12. The American Academy of Pediatric Physicians does not recommend that routine screenings of the entire school population be completed, nor any school wide notification occur when a student has head lice. Therefore, building wide screenings nor notifications are not recommended.
13. If a student has frequent infestation of active adult head lice, the School Nurse or trained staff member will assess each student in the appropriate classroom(s) as deemed necessary by the School Nurse.

**The best method of controlling an outbreak of head lice is by the parent/guardian doing regular checks of the child's hair and scalp at home.**

#### **RIGHT TO PRIVACY**

The District/School shall respect the student's/employee's right to privacy and need for confidentiality. Therefore, the knowledge that a student/employee has an infectious/communicable disease will be confined to those with a direct —need to know. Federal Law mandates this right be protected. (Adopted 12/12/78)

## C. Student Nutrition

Pulaski County Special School District and the Student Nutrition Department care about Students and want every one of them to have an enjoyable experience at school. Our school district participates in the National School Breakfast and Lunch Programs sponsored by the United States Department of Agriculture and is held to a high standard of accountability, good nutrition and safety. Eating breakfast and lunch will enable students to be better prepared to learn in the classroom.

Breakfasts and lunches are provided in all PCSSD school cafeterias. Students are encouraged to participate in these nutritionally balanced programs; however, students may choose to bring meals from home.

Plan ahead for your student; be sure to have a plan for the method of feeding your student(s) each day of the year and make sure everyone in your family knows the plan for what to do about meals. There are 5 ways to provide for your student(s):

1. Your student(s) may bring a meal each day. Plan a nutritious meal that's well balanced with fruits, vegetables, source of protein, bread and milk or juice.
2. Your student(s) may want to buy their meals in the school cafeteria. Plan to send money each day with your student(s). Reduced price and full paying students may pay the cashier at meal time or go to the cafeteria before school starts and pay for meals in advance.
3. You may pay by check. If you have more than one child in the same school, send one check for all students and specify name, grade, teacher and the amount you want on each child's account.
4. Pay on-line with MyPaymentsPlus.
  - i. Go online to [www.MyPaymentsPlus.com](http://www.MyPaymentsPlus.com)
  - ii. Follow the instructions
5. The Pulaski County Special School District operates a meal assistance program, which complies with federal guidelines. Meal assistance in the form of free or reduced price meals is available with both the breakfast and lunch programs. If you have a need for assistance plan for that also. It's quite simple.
  - a. You may apply online at [www.pcssd.org](http://www.pcssd.org).
  - b. Pick up a Free & Reduced Priced Meal application from your school office at registration or pick up a Free & Reduced Priced Meal application from your Cafeteria anytime during the school year.
  - c. Fill out the application and return it to the school's Cafeteria Manager or mail it to the Student Nutrition Department at:

Pulaski County Special School District  
Student Nutrition Office  
1101 East Dixon Rd.  
Little Rock, AR 72206
  - d. Once the application is received, a determination will be made within ten (10) days to see if your student(s) qualifies for Free or Reduced Priced Meals. Qualification is based on household income and family size. A complete application will include income information by source, social security number and the signature of an adult household member. (Please keep a copy of application for your reference).

Until you receive a written notification letter from the Student Nutrition Department that your student is eligible for free or reduced priced meals, full payment must be made for each meal received. Notification from any other source, or any means other than written, is not valid.

6. If your student(s) were eligible for the Free or Reduced Priced Meals the previous school year, you have thirty (30) days after the first day of school to fill out a new application and for it to be approved. Otherwise the student(s) will be classified as a —Full Pay student. After the lapse of thirty (30) days, full payment will be required if the new application has not been received and approved by the Student Nutrition Department.

#### CHARGE POLICY & COLLECTIONS PROCEDURE

We must limit the occurrence of charging for meals to no more than three (3) charges to your student's account in Elementary, (3) charges to your student's account in Middle Schools and NO charging in High School.

It is the policy of Pulaski County Special School District to allow students to charge meals only on occasion when money is unavailable and the student would otherwise have to miss meal service. This is a courtesy extended to the student and should not occur on a regular basis. Money owed to the district from meal charging will be carried over to the following year.

Any student denied meal service due to excessive charges will be encouraged to apply for free or reduced-price meals.

#### ELEMENTARY AND MIDDLE SCHOOL

1. Elementary and middle school students will be given a 3 charge limit, but in no way does this relieve the parent or guardian's responsibility to pay money owed to the school district for meals charged by their elementary and middle school students.
2. Following the student's first charge, the cashier will contact the parent to inform them that the student's account is at zero or below.
3. Following the student's second charge, a letter will be sent home by the Cafeteria Manager notifying the parent or guardian of the charges along with instructions to refer to the charge policy in the student hand book.
4. Following the student's third charge, the principal and the parent will be contacted again.
5. Regardless of any balance owed, if a student has enough money to purchase a meal, a meal will be provided.

## HIGH SCHOOL

There will be no charging for meals in high schools. When a high school student does not have an approved application qualifying him/her for free or reduced priced meals or money to pay for his/her meal, they will need to bring a lunch from home.

### Guidance

1. I.D. numbers and I.D. Cards are not to be shared. Once a number or card has been used by someone other than your student and your student tries to eat using his/her card a second meal will ask for payment. If in elementary a charge will be applied to the I.D. # and the parent or guardian will be responsible for those charges.
2. Regardless of Free or Reduced meal status second meals will be charged at full price.
3. If you prefer your student not to charge for meals you may obtain an AUTHORIZATION TO DECLINE CHARGES form from the Cafeteria Manager. Sign and return to the Cafeteria Manager. Please keep a copy of the AUTHORIZATION TO DECLINE CHARGES form for your reference.
4. Charge notices will be sent to the parent/guardian weekly for every student that owes charges for meals. After one charge notice has been sent, with no response, the parent is contacted on the second week by phone. If the parent does not have a phone, a notice will be mailed.
5. Arkansas Department of Education (ADE) Rule 8.02.4 defines School Events – Students may be given any food and/or beverage items during the school day for up to nine different events each school year to be determined and approved by school officials. These items may not be given during meal times in the areas where school meals are being served or consumed. Parties must be school-wide and every class would need to participate in these on the same day and all such days are required to be placed into eSchoolPlus prior to the school year beginning. **Birthday parties for individual students are prohibited.**

## FOOD ALLERGY POLICY

If your child has a food allergy to any item on the menu, a doctor's statement is required to be filed with the cafeteria manager and the school nurse stating the student's allergies to all such foods and the alternate food to be served.

## MEAL PRICES

Adult or non-student Breakfast- \$2.50 Adult or non-student Lunch \$3.75

The differences between the adult and student prices are based on the USDA regulations. Students are subsidized for the meals and adults are not.

- Elementary Breakfast price – Full Pay \$2.00, Reduced \$.30, Milk - \$.50
- Elementary Lunch – Full Pay \$3.25, Reduced \$.40, Milk - \$.50
- Secondary Breakfast price – Full Pay \$2.00, Reduced \$.30, Milk - \$.50
- Secondary Lunch – Full Pay starting at \$3.50, Reduced \$.40, Milk - \$.50
- Al- la Carte items are available in Secondary schools only.

In the case of late school openings because of inclement weather, breakfast will not be served. In the case of late buses breakfast will be served to those students.

Call the Pulaski County Special School District Nutrition Services Office at 501-234-2300 with questions concerning your child's meal account.

## Nondiscrimination Statement for Arkansas Child Nutrition Programs:

In accordance with Federal civil rights law and United States Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992 or submit your completed form or letter to USDA by mail:

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410  
202-690-7442 fax  
email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

## **D. Insurance**

A group accident insurance policy is available to all members of the student body at a nominal cost when school activities begin each fall. Athletic participation fee does not include school insurance. Pulaski County Special School District is not liable for injuries received by students on our campuses.

## **E. Transportation**

School buses are operated by the Pulaski County Special School District as an accommodation to students and parents. Riding a bus is a privilege that must not be abused by daily bus riders or those only riding a bus for a field trip. **The same appropriate behavior as expected at school is expected on the school bus.** A student's failure to conform to acceptable standards of behavior and courtesy will result in his/her being subject to disciplinary action. Parents will be held financially responsible for damage to the inside/outside of the school bus. Students transported on PCSSD school buses will adhere to Transportation Regulations.

### **Transportation to Locations for Childcare**

Due to fiscal and liability concerns, Pulaski County Special School District shall not provide transportation services to a location for the purpose of providing care to students prior to or immediately following the instructional day. This policy has no impact on transportation services specified in a student's IEP or 504 plans.

### **Contact Numbers:**

South Transportation Complex (Mills High School Feeder Pattern) **234-2915**

Northwest Transportation Complex (Sylvan Hills and Maumelle High Feeder Patterns) **234-2950**

West Transportation Complex (Robinson High School Feeder Pattern) **234-2970**

# Section V. Other Board Policies



## **A. Due Process/Grievances**

Students have the right to be immediately informed of alleged violations of standards of behavior as established by Board policy and/or school regulations, and to be informed of appeal procedures.

*Students have the responsibility to know and obey school rules, to express grievances in a polite and hospitable manner, and to give parents correct information concerning misconduct. Principals and teachers have the responsibility to follow Board-established procedures in disciplinary actions against students. Principals are responsible for notifying and conferring with parents and students in cases involving suspension and expulsion recommendations. Parents have the responsibility to call principals for conference when needed, and to arrange with proper school authorities for desired student hearings.*

## **B. Parent/Student Process for Complaints/Appeals**

If a student and/or the parent of the student involved in a disciplinary ruling wishes to contest a disciplinary ruling or a condition or circumstance imposed by a teacher or school administrator, the procedure which follows should be used by the person filing the complaint. All complaints must be submitted in writing.

1. The complaint must be directed to the person who originally took the action upon which the complaint is based. The person shall reconsider his action and give his decision to the complainant.
2. If the complainant is not satisfied with the decision, the complaint must be directed to the immediate superior of the person who took the original action. If the complaint is directed to a teacher, the immediate superior would be the building principal. If the complaint is directed to a principal and involves an academic problem, the immediate superior would be the Deputy Superintendent for Learning Services or his designee. If the problem involves a disciplinary action, the principal's immediate superior would be the Assistant Superintendent for Equity and Pupil Services.  
The superior or his designee shall review the original action which was taken and render a decision or suggest a solution which might be mutually satisfactory to all parties.  
If either party is not satisfied with the decision of the superior, the complaint may be directed to the Superintendent.
3. The Board of Directors delegates to the Superintendent the authority to review the complaint and issue a decision regarding the complaint. In regard to suspension and due process, the decision of the Superintendent of Schools will be final.

Note: Only the Board of Education may **expel** a student from school on concurrence of the Superintendent with the principal's recommendation and only through due process proceedings. (See Expulsion) The Board of Education may expel a student for the remainder of the semester or for the remainder of the school year or permanently.



## **C. Procedures for School Investigations**

An investigation will be promptly initiated when a complaint or a report of misconduct is received. Complaints/reports will be processed based on the severity of the report and mandated due process. Due process for Section 504 and IDEA must be followed.

PCSSD administration recognizes that every situation is different. However, when a complaint is made or a report is submitted, the following process shall be used as a general guideline for conducting an investigation:

1. Provide complaining party with appropriate form (complaint form or teacher referral documentation).
2. Initiate investigation in a timely manner.
3. Immediately notify central office to relay information or for guidance, when applicable. This may include Directors of Education, the Director of Pupil Services, Coordinator of Safety and Security or the Executive Director of Communication.
4. Immediately notify school officials in your building who should be involved in the investigation (nurse, food services manager/director, school/district security).
5. Immediately contact parents/guardians, when applicable and as required by board policy and district procedure, to inform them that an investigation is pending.
6. Check surveillance cameras for footage of the incident that is the subject of the complaint. Make arrangements to provide the Director of Pupil Services with a copy of the surveillance footage. If the incident occurred on a school bus, contact the bus pound and notify the Director of Transportation so that he can obtain the surveillance footage.
7. Take written statements from all parties involved (e.g. students, staff, parents, etc.). This includes witnesses on both sides of the allegation. Evidence should reflect a distinction between what was seen or what was heard. When possible, witnesses should write their own statements (witness statement form).
8. If applicable, notify outside agencies who should be involved in the investigation (police, DHS – 800-482-5964). All staff members are mandated reporters.
9. Upon completing the investigation, the findings will be documented, and the persons involved will be notified in writing, when applicable.

### Reminders:

1. Copies of written statements may be shared upon request only if the name of the student has been removed.
2. Confidentiality must be a priority. Consequences administered to students cannot be shared with other parties.
3. All requests to view on-campus surveillance footage should be forwarded to the Director of Pupil Services. Surveillance footage may be viewed at the discretion of the Director of Pupil Services.
4. All requests to view bus surveillance footage should be forwarded to the Director of Transportation. Surveillance footage may be viewed at the discretion of the Director of Transportation.
5. All Human Resources policies and procedures must be considered.
6. You are always required to investigate parent/guardian concerns. Any reports made to police or another outside agency do not negate our responsibility to investigate.

## **D. Student Procedure for Filing Sexual Harassment Complaints**

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

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to: the nature of sexual harassment; the District's written grievance procedures for complaints of sexual harassment; that the district does not tolerate sexual harassment; that students can report inappropriate behavior of a sexual nature without fear of adverse consequences; the redress that is available to the victim of sexual harassment; and the potential discipline for perpetrating sexual harassment.

It is the policy of the district that none of its students will be subjected to sexual harassment by any school employee, including teachers and administrators, any volunteer, visitor, or other students.

Sexual harassment is any unwelcome sexual advance, request for sexual favors and other verbal or physical conduct of a sexual nature.

Any student who has a complaint of sexual harassment at school by anyone should bring the problem to the attention of a school employee. If the complaint involves the principal the complaint may be made to the Assistant Superintendent for Equity and Pupil Services by calling 234-2021. The complaint will be investigated and the complainant will be advised of what action, if any, has been taken to resolve the complaint.

If the student is not satisfied with the principal's resolution of the complaint, he may appeal to the Assistant Superintendent for Equity and Pupil Services. The appeal must be made in writing within ten (10) days from the decision of the principal.

If the student is not satisfied with the Assistant Superintendent's resolution of the complaint or if the complaint was originally made to the Assistant Superintendent for Equity and Pupil Services, he may appeal to the Superintendent. The appeal must be made in writing within ten (10) working days from the decision of the Assistant Superintendent.

## **E. Expression**

Students have the right to express opinions and to support causes without interference from school authorities except when such actions are unlawful or disruptive to learning.

### **1. Oral Expression**

Students have the right to free and dynamic expression of ideas including personal opinion.

Students have the right to opportunities for expressing themselves orally within the classroom and through other established settings within the school.

*Students have the responsibility to refrain from engaging in offensive obscenity and slander; to avoid speaking in such a way that disrupts the educational process; and the responsibility to avoid speaking solely for the purpose of infringing upon the rights of others. Students, teachers and other school staff have the responsibility to communicate in a courteous, non-hostile manner.*

### **2. Written Expression**

Students have the right to distribute or post-printed material (pamphlets, posters, leaflets, newspapers, brochures, circulars and petitions) subject to individual building procedures and accordance with Board of Education policies.

*Principals have the responsibility to see that Board of Education policies are adhered to and to develop and make available the building procedures for preparation and distribution of written materials.*

### **3. Symbolic Expression**

Students have the right to symbolic expression (the wearing of insignia, hair style, clothing, physical gestures) which does not (a) cause disruption of the education process, (b) infringe upon the rights of other students and faculty, (c) prevent the Board of Education from performing its statutory obligations, or (d) cause accidents or endanger the health or physical well-being of students or faculty.

*The primary responsibility for dress, grooming and overall appearance of students rests with the parents of individual students and the students themselves. Students have the responsibility to insure that (a) buttons, badges, clothing and other symbols do not contain obscene or libelous words, phrases or pictures, or depict alcohol, drugs and/or tobacco products; (b) that hair styles do not interfere with the health and safety of all students; (c) that clothing does not result in overt exhibitionism or disregard of common rules of cleanliness and health and safety standards, (d) that no flag or banner is publicly displayed except those approved by the Board of Education; and (e) that physical gestures do not 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 educational process. School staffs have the responsibility to insure adherence to the above standards.*

## **F. Assembly**

Students have the right to arrange and participate in curriculum-related activities in or on school property in accordance with the building level policies of the principal.

Students have the right to arrange and participate in non-curricular activities in or on school property during non-instructional time (time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends) in accordance with the Board's limited open forum policy (the practice of providing equal access and a fair opportunity to obtain space to any students wishing to conduct a meeting or meetings without regard to religious, political, philosophical, or other content of the speech at such meetings).

*Students have the responsibility to consult with and follow building-level policies as set by the Board and described by the principal when planning any student activity to be held on school property before, during, or after the school day. Principals have the responsibility for following Board regulations in accepting and acting on student applications or requests, for curriculum or non-curriculum-related meetings.*

*Should attendance at a planned assembly not be required and students choose not to participate, they have the responsibility to report to an assigned area. Students attending a planned assembly have the responsibility to provide courteous attention. Building principals have the responsibility for having a written plan and dispersal statement for dealing with non-peaceful assemblies of students. The principal is responsible for familiarizing the entire school staff and student body with the plan.*

## **G. Patriotic and Religious Exercises**

Students have the right to participate in or abstain from such exercises as the flag salute, oaths or pledges, anthems and religious observances.

*Students have the responsibility to respect the choice of those who choose to participate or abstain from such exercises. Parents and students have the responsibility to express to principals, for appropriate action, their religious or ethical objections to participating in selected features or class activities.*

# Section VI. Student Conduct



## **A. Discipline Management Plan (DMP)**

The Discipline Management Plan (DMP) is a specific initiative to address the District's goal of eliminating disparities in school discipline by providing discipline management options that do not involve a disruption of education services. Students shall comply with reasonable instructions from administrators, teachers, instructional assistants, school bus drivers or any authorized school district employee. After the teacher has followed the DMP, and the student still does not comply with any school personnel, then a referral will be issued.

## **B. Response to Intervention**

Response to Intervention (RTI) is a multi-level preventive system designed to improve learning or behavioral outcomes for ALL students.

RTI is designed to accomplish three important goals:

1. Ensure all students receive research-based instruction;
2. Provide progress monitoring tools that will be utilized in making data-based decisions in terms of interventions and enrichment; and
3. Provide a more practical method of identifying students with specific learning needs.

As educators, we endeavor to ensure that these goals are met daily through the collaboration of all stakeholders. Pulaski County Special School District is committed to creating a tiered process for all students with academic and behavioral needs. The idea of RTI is to catch learners when they begin to struggle. This process, based on scientific research, will be a safety net for all at-risk learners; thereby assuring that all students achieve their maximum potential through collaborative, supportive and continuous efforts of all stakeholders.

For additional information about RTI, or for answers to any questions you might have about the process, please contact the building Response to Intervention Coordinator for your child's school.

## **C. Positive Behavioral Intervention and Support**

Positive Behavioral Intervention & Support (PBIS) is a proactive and positive approach to discipline, an integrated system enhances academic and social behavior outcomes for ALL students, multi-tiered preventive framework in which ALL students are taught the school-wide behavioral expectations and receive behavior supports based on student needs, and a school-wide initiative in which every school has developed 3 to 5 behavioral expectations and is implemented across settings such as the bus, cafeteria, playground or common area, restroom, hallway, classroom, etc.

All Pulaski County Special School District schools will implement PBIS this school year. For the last three years, the Mills Feeder Schools (Mills High, Mills Middle, Landmark, College Station, and Bates) have been a part of the implementation of PBIS across the state. This year, we will continue our partnership with the Center for Community Engagement and with Arkansas RTI to bring PBIS training and coaching to our district.

## **D. Consequences and Infractions**

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as member of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative discipline practices. Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and the statutory requirements. Because of these factors, discipline for a particular offense including misconduct in a vehicle owned or operated by the District (unless otherwise specified by Law) may bring into consideration varying techniques and responses.

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to, a felony or an act that would be considered a felony if committed by an adult, an assault or battery, drug law violations, or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights. (Legal References: A.C.A. § 6-18-502, A.C.A. § 6-17-113)

The District's student discipline policies shall be distributed and reviewed to each student during the first week of school each year and to new students upon their enrollment. The constitutional rights of individuals assure the protection of due process of law; therefore, this system of constitutionally and legally sound procedures is approved with regard to the administration of discipline in Pulaski County Special School District.

The minimum penalty for student misconduct will be a reprimand/warning and the maximum penalty will be Recommendation to expel by the School Board of Education and legal action dependent upon the severity and frequency of the misconduct. Discipline actions should become progressively more severe if the student continues to violate District rules. At any point during the progressive discipline process a parent, teacher(s), student, administrator conference may be held to develop a Behavior Plan. The plan will be issued to all of that student's teachers, counselors and administrators. The administrator may choose the most severe penalty at any time based on the circumstances involved in the particular incident. An administrator may not use a less severe consequence on any given rule without conferencing with the referring teacher. Any violation of Arkansas Law will result in a minimum consequence of Out-of-School Suspension to maximum of Recommendation to Expel.

**Note:** A.C.A. references are to Arkansas Code Annotated statutes which may pertain to a rule violation.

The range of consequences is as follows:

**Reprimand/Warning**  
**Parent Contact**  
**Parent Conference**  
**In-school Intervention**  
**Detention**  
**Class Suspension**  
**Saturday School**  
**In-School Suspension**  
**Out-of-School Suspension**  
**School Suspension with Recommendation to Expel**  
**Other (with parental consent)**

### **1. Bullying/Cyberbullying**

- a. Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or a school employee. Bullying may occur through written, verbal, electronic or physical act that causes or creates a clear and present danger of physical harm or damage to school or student property. (A.C.A 6-18-514, 5-71-217 cyberbullying)
- b. Bullying, which consists of repetitive, malicious teasing or threatening, either directly or indirectly will not be tolerated.

**Minimum-Suspension**

**Maximum-Recommendation to Expel**

### **2. Personal Electronic Device**

- a. Students shall comply with all school employees regarding the use of electronic devices, including cell phones, personal paging devices (beepers), electronic devices, or other electronic communication devices.
- b. If the cell phone is confiscated, the parent(s) of the owner or an adult designee will have to come to the school to pick up the cell phone after the confiscation period has ended during normal school hours. Refusal to turn in electronic device will result in an automatic 4-day suspension.
- c. Electronic devices, electronic communication devices, and/or electronic devices with photographic capabilities confiscated during Interim, Summative and State mandated tests (ELPA 21, ACT Aspire, ACT, MSAA, and norm referenced tests) will not be returned until the end of the school year. (Legal Reference: A.C.A.6-18-502)
- d. The unlawful use of a camera, video tape, photo-optical, photoelectric or any image recording device used for the purpose of secretly observing, viewing, photographing, filming or videotaping on any PCSSD property or school function without consent of any person(s) who has reasonable expectations of privacy is prohibited. A person shall be guilty of this offense if they voluntarily participate in placing the photographic images(s) obtained in any public viewing area, i.e. internet, cell phone, camera, etc. (Legal Reference: A.C.A.5-4-401; 5-16-101 Class D-Felony)

**Minimum – Reprimand/Warning**

**Maximum – Recommendation to Expel**



### 3. Disorderly Conduct

No student shall disrupt the lawful assembly of persons by engaging in inappropriate behavior that substantially interferes with, or is likely to interfere with, or is likely to interfere with, any school function, activity, or school program. Additionally, a student will not use any verbal or written form of profane, violent, vulgar, abusive, insulting, sexual at any time toward public school employees. A student will not use physical gestures that convey a connotation of obscene or disrespectful acts, infringe upon the rights of others or cause or begin an overt and immediate disruption of the educational process. (Legal Reference: A.C.A. 5-71-207, Disorderly conduct – Class —CII Misdemeanor)

**Minimum- In-School Suspension**

**Maximum-Recommendation to Expel**

### 4. Drug/Alcohol

Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs or other intoxicants, or anything represented to be a drug to include any related drug paraphernalia; Students breaking this rule for the first time will be suspended and placed on probation. The student/family must show proof that they are enrolled with a counseling agency recognized by the District. Notification is required to appropriate legal authorities.

**Minimum- Out-of-School Suspension**

**Maximum- Recommendation to Expel**

### 5. Insubordination

Failure to comply with their reasonable directives of authorized school personnel.

Elementary

**Minimum- Reprimand/Warning**

**Maximum- Detention**

Secondary

**Minimum- Reprimand/Warning**

**Maximum- Recommendation to Expel**

### 6. Tobacco

A student may not smoke, have possession or control of any tobacco products, tobacco related substances, smoking paraphernalia (matches, lighters, e-cigarettes, etc.) on school property, including school buses, at any time (Legal Reference: Arkansas Law 6-21-609)

**Minimum- Suspension**

**Maximum- Recommendation to Expel**

### 7. Truancy

A student will not be absent from school without parent or school authorities' prior knowledge and consent.

**Minimum- Parent Conference**

**Maximum- In-School Suspension**

## 8. Weapons

No student shall possess, use, threaten to use, or otherwise be involved with any firearm/handgun, weapon, facsimile weapon, or any other instrument that is capable of inflicting physical injury or death. Weapons are prohibited by law upon any school property, in or upon any school bus, at designated bus stops, or at any school-related event. (Legal Reference: Gun-Free Schools Act of 1994: Act 567 of 1995; A.C.A. 5-73-102; 5-73-104; 5-73-108; 5-73-119; 5-73-120; 5-73-122; 6-17-113; 6-21-608)

**Student will be suspended immediately, reported to legal authorities and recommended for expulsion for a period of not less than one (1) year.**

**Minimum- Out-of-School Suspension  
Maximum- Recommendation to Expel**

## 9. Vandalism

No student shall purposely and without legal justification destroy or damage any property of another or that belonging to the school district. **The parent/guardian will be responsible for all damages to property caused by the student.** (Legal Reference: Ark. Law 6-21-604, A.C.A. 5-38-203; 9- 27-330; 9-27-331)

**Minimum- In-School Suspension  
Maximum- Recommendation to Expel**

## 10. Fighting

Physical blows or contact mutually exchanged between students is considered fighting. Alternate punishment may be applied with regard to actual involvement. (Legal Reference: Arkansas Law 5-71-207)

**Minimum - Out-of-School Suspension  
Maximum - Recommendation to Expel**

## 11. Gangs

Gangs which initiate, advocate or promote activities which threaten the safety or well-being of persons or property on school grounds or school-sponsored activity or which disrupt the school environment and/or school activity are harmful to the education process.

- a. The use of hand signals, handshakes, gestures, graffiti, or the presence of any clothing, bandannas, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute which indicates or implies membership or affiliation with such a group, presents a clear and present danger. This is contrary to the school environment and educational objectives and creates an atmosphere where unlawful acts or violations of school regulations may occur. (Legal Reference: Arkansas Law 6-15-1005, 5-74-201)
- b. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
- c. Extorting payment from any individual in return for protection from harm from any gang.

**Minimum – Out-of-School Suspension  
Maximum - Recommendation to Expel**

## 12. Public Display of Affection

A public display of affection is inappropriate school behavior. Refusal to comply with reasonable expectations of school staff will lead to disciplinary action. Students shall not touch other students in a sexual manner.

**Minimum – Parent Conference  
Maximum - Recommendation to Expel**

### 13. Assault on a Student

A student commits an offense when they engage in rowdy or rough play that results in physical harm, causes injury or physical harm to another student or recklessly engages in conduct that creates a substantial risk of death or serious physical injury to another student. (Legal Reference: A.C.A. 5-13-201, Batt. I 5-13-202, Batt. II 5-13-204; Agg. Assault 5-13-205, 1<sup>st</sup> degree assault 5-1-102)

**Minimum- Out-of-School Suspension**  
**Maximum- Recommendation to Expel**

### 14. Assault of a School Employee

A student commits an offense when they willfully and intentionally assault or attempt to assault or physically abuse a school employee. (Legal Reference: A.C.A. 5-13-201; Batt. I: 5-13-202 —serious physical injury; Batt. II which also includes intentionally causing —physical injury to teacher or employee)

**Minimum – Out-of-School Suspension**  
**Maximum- Recommendation to Expel**

### 15. Theft

A student shall not steal or attempt to steal school or an individual's property. Parents of any minor student under the age of 18 will be liable for property stolen by said minor. If a student steals or is in possession of property belonging to another person or school property worth \$500 or more without permission. Students charged with theft of school property are subject to prosecution. (Legal Reference: A.C.A. 5-36-103, 5-36-106)

Elementary

**Minimum- Parent Conference**  
**Maximum- Detention**

Secondary

**Minimum- Out-of-School Suspension**  
**Maximum- Recommendation to Expel**

### 16. Sexual Harassment/Sexual Misconduct

- a. Sexual harassment is unwanted verbal, written or physical behavior of a sexual nature; physical intimidation and mockery or scorn based on perceived sexual orientation. Such behavior is illegal if it created an environment that is hostile or intimidating.
- b. Sexual activity or sexual misconduct to include possession of or distribution of pornographic media. Students shall not touch other students in a sexual manner. Notification is required to appropriate legal authorities. (Legal Reference: A.C.A. 5-14-101 sexual contact, 5-14-111, public sexual indecency, class—All misdemeanor)

Elementary

**Minimum- Parent Conference**  
**Maximum- Recommendation to Expel**

Secondary

**Minimum- Out-of-School Suspension**  
**Maximum- Recommendation to Expel**

### 17. Harassment

A student shall not engage in conduct or repeatedly commit an act that alarms or seriously annoys another person and that serves no legitimate purpose. (Legal Reference: Arkansas Law 5-71-208)

**Minimum- Parent Conference**  
**Maximum- Out-of-School Suspension**

## **18. Terroristic Threats**

A student shall not threaten another student, making that student fear imminent physical harm.  
(Legal Reference: A.C.A. 5-13-301, misdemeanor terroristic threat; 6-17-113, duty to report all threats and acts of violence)

Students shall not, with the purpose of terrorizing another person, threaten to cause death or serious physical injury or substantial property damage to another person or threaten physical injury to teachers or school employees.(Legal Reference: A.C.A. 6-17-113, duty to report all threats and acts of violence)

**NOTE:** Threats conveyed with a weapon or with the use of a weapon shall be reported to the police immediately by the administrator. Also, threats to cause death or serious physical injury or threats to cause physical injury to teachers or employees are a —D Felony.

**Minimum – Out-of-School Suspension**

**Maximum - Recommendation to Expel**

## **19. Explosives**

No student shall possess, use, activate or threaten to use any fireworks or explosive devices of any kind on school grounds, school bus or bus stop, or at school-sponsored activities. A student shall not threaten a fire or bombing, activate a bomb, fire alarm or cause an evacuation.

**Minimum – Parent Conference**

**Maximum – Recommendation to Expel**

## **20. Other/Behavior Not Covered**

Pulaski County Special School District reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline in the schools even though such behavior is not specified in written rules (infraction will be specified).

## **E. Student Assistance Center (SAC) – Secondary Only**

The purpose of the Student Assistance Center (SAC) is for the assignment of students in lieu of out-of-school suspensions. The District created SAC as a means of assisting schools in reducing the number of out-of-school suspensions.

### **Guidelines**

1. Students may be assigned to SAC in lieu of an out-of-school suspension.
2. Students may receive no more than ten (10) days per year.
3. Students may not be assigned any more than five (5) days per assignment.
4. Classroom work will be provided by the student's teachers each day of the assignment to SAC.
5. Supplemental materials for standardized test preparation will be utilized in the SAC classroom.

## **F. Detention Hall**

Detention Hall (D-Hall) may be assigned depending upon the rule violated as determined by the school administration. This is an alternative program offered by the Pulaski County Special School District to keep students in school. D-Hall is coordinated at the local school level by the building principal.

Students who do not attend D-Hall may receive a one(1) day out-of-school suspension.

## **G. Suspension**

The principal or his designee may use suspension for the amount of time needed to arrange a meeting of principal, student and parents. Longer suspension, up to ten (10) days, may be used as a disciplinary measure for violation of school rules, including the day upon which the suspension is initially imposed. A student who receives a suspension, whether SAC, in-school or out of school, is suspended from regular classes and participation in all extra-curricular activities for the term of the imposed suspension.

Prior to such suspension, the principal or designee shall inform the student of the alleged charges or accusations and the basis of the charges or accusations. If the student denies the charges, the principal shall explain the evidence which forms a basis of the charges and shall permit the student to present his side of the story. If the principal considers that a suspension is proper, he will send the student home with a suspension notice requesting a student-parent-principal conference. Additionally, the parent will be mailed a copy of the suspension notice which shall include the reasons for the suspension, the manner in which the student may be readmitted to school, and the procedure in which the suspension can be reviewed. (See Student Complaints, Item 2, page 48.) Such notice will be mailed, on the date the suspension is imposed, to the parent at the address reflected on the school records.

When a student has been notified that he is suspended, he shall remain away from school premises until the principal or designee reinstates him, except that a suspended student may return to the school premises when accompanied by his parent for the student-parent-principal conference. In the event of an unsatisfactory student-parent-administrator conference, the suspension may be treated procedurally as a recommendation for expulsion, and notice will be sent to the parent as provided under the policy for expulsion.

Note: A notation of all suspensions of a student is made on the student's disciplinary record card, his days of absence from school are recorded on the school's attendance register, and the student should understand that continuing acts of misconduct which cause suspension may lead to a recommendation for expulsion. (Arkansas Law 6-18-507)

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

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

Schools that utilize non-traditional scheduling may not suspend students from more course time than would result from a suspension under the last traditional schedule used by that school. Schools utilizing non-traditional scheduling shall report adjustments to the term of disciplinary suspension to the Office for Equity and Pupil Services. (Refer to local school procedure manual for further information.)

## **H. Probation**

The Principal, or his/her designee, may place any student who has been involved in an act of Level I, II, or III misconduct on probation in addition to suspension. School personnel must, however perform an investigation of the situation; provide formal notice to the student and parent/guardian(s), and an opportunity for a parent/guardian conference. Probation should be for a definite period during which critical examination and evaluation of the student's progress is to take place.

## **I. Expulsion**

1. When a student is suspended by a principal and recommended for expulsion the parent(s) or guardian will promptly be notified in writing, by a certified letter to the last known address or a letter delivered by a school employee, of the reason(s) therefore, and the procedure to be followed if readmission is sought. When the letter is delivered by a school employee the parent or guardian will be required to sign a statement of receipt. The expulsion recommendation must be signed by the principal.
2. A hearing on the recommendation for expulsion will be conducted by the Hearing Officer, which is the Assistant Superintendent for Equity and Pupil Services or his designee, if a request is made in writing within ten (10) calendar days from the date of the aforesaid notice.  
The Hearing Officer will consider the appeal brought by parents and the position of the administration making the recommendation and then make a decision based upon equitable factors. This hearing will normally be conducted within five (5) days after receiving the request for a hearing. A form and a stamped-addressed envelope which may be used to request a hearing will be enclosed with the aforesaid notice.
3. The findings and recommendation of the Hearing Officer will be final unless modified or rejected by the Superintendent and/or Board of Education. The Hearing Officer will furnish to the student or his representative complete instructions on his right to appeal to the Superintendent and/or Board of Education and the procedures to be followed. A form which may be used for this purpose will also be furnished if requested or if an appeal is indicated. (The appeal request must be made in writing within five (5) calendar days.)
4. No appeal will be heard by the Board unless the student has appeared before the Hearing Officer and presented a written notification of appeal to the Superintendent at least five (5) days prior to the next regular Board meeting, with the exception of students who are in possession of a firearm or who are involved in a fight with any weapon or other dangerous instrument. In these cases a written notification of appeal to the Board must be made to the Superintendent at least five (5) calendar days prior to the next regular Board meeting.

5. An appeal hearing before the Board will be conducted as follows :
  - a. General statement concerning the allegation(s) will be made by the principal or Assistant Superintendent for Equity and Pupil Services or the District Hearing Officer.
  - b. General statement on behalf of the student
  - c. Presentation of evidence by the principal or his representative
  - d. Presentation of evidence by the student or his representative in defense or mitigation of the allegation(s)
  - e. Rebuttal evidence by the principal if he so desires
  - f. The Board will then make a finding concerning the validity of the allegation(s). If the Board finds the allegation(s) not to be true this will terminate the hearing and no further action because of this matter will be taken against the student.
  - g. If the Board finds the allegation(s) to be true, the principal will make a recommendation and may offer additional facts of evidence in support thereof. The recommendation need not necessarily be the same as the original recommendation made by the principal.
  - h. The student or his representative may elect to make a final statement in mitigation of the allegation(s) and recommendation of the principal.
  - i. The Board of Education will take final action on the recommendation of the principal and may approve, modify or reject the recommendation.
6. In the absence of a request for a hearing before the Hearing Officer, the Board will act upon the Superintendent's recommendation.
7. When, because of the circumstances, time is of the essence the Board and the Superintendent may waive and modify the time and notice provisions of this sub-section when such action would be in the best interest of fairness and the furtherance of justice. (Arkansas Law 6-18-507)  
When a student has been notified that he has been recommended for expulsion, he will remain away from the school premises pending resolution of the recommendation.

## **J. Discipline of Students Under the IDEA with Disabilities and Under Section 504**

A student with a disability under the Individuals with Disabilities Education Act (IDEA) or under Section 504 of the Rehabilitation Act, as defined by federal and state standards, who engages in inappropriate behavior is subject to normal school disciplinary procedures, provided the student's right to a free and appropriate public education is not violated. The following provisions will apply:

The Individualized Education Program (IEP) team for an IDEA student with a disability or a Section 504 Accommodation team for a 504 student should consider whether particular disciplinary procedures should be adopted for that student and included in the student's IEP or Section 504 Service Plan, and if a disabled student's placement is to be changed for a period of time exceeding ten (10) school days, District special education or Section 504 personnel, whichever is applicable, will be consulted to ensure that proper due process procedures are followed. (Legal References: A.C.A 6-18-502, 6-17-113)

# Definitions





## DEFINITIONS

Parents are urged to read and discuss the following words and terms with their children before reading and discussing the Rules section of the Handbook. While every effort has been made to make Handbook language simple, young students will need parental assistance in understanding the definitions and concepts used. (Parents should keep in mind that school personnel and personnel in the office of Assistant Superintendent for Equity and Pupil Services will be happy to be of assistance.)

1. **A.C.A.** Arkansas Code Annotated statutes which may pertain to rule violations.
2. **Academic Dishonesty/Cheating/Plagiarism:** To deliberately and/or deceitfully use and/or obtain materials to copy, duplicate alter, or plagiarize printed or electronic matter belonging to or prepared by another person and claiming said work product as one's original work or design.
3. **ADA:** Americans with Disabilities Act of 1990
4. **AL:** Alternative Learning
5. **ALC:** Alternative Learning Classroom
6. **ALE:** Alternative Learning Environment
7. **AMI:** Alternative Method of Instruction - Act 862 of 2017 allows a public school district to develop a plan for alternative methods of instruction to be used on days when the superintendent closes school due to exceptional or emergency circumstances.
8. **AP:** Advanced Placement
9. **Assault:** A student commits assault in the second degree if he or she recklessly engages in conduct that creates a substantial risk of physical injury to another student. A student commits assault in the first degree if he or she recklessly engages in conduct that creates a substantial risk of death or serious physical injury to another student.
10. **Bullying:** The intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or a school employee. Bullying may occur through a written, verbal, electronic or physical act that causes or creates a clear and present danger of physical harm or damage to school or student property.
11. **Contraband:** Any articles which are illegal or articles which a student possesses illegally.
12. **DMP:** Discipline Management Plan is a specific initiative to address the District's goal of eliminating disparities in school discipline by providing discipline management options that do not involve a disruption of education services.
13. **Disruptive Behavior:** Open defiance or repeated refusal to follow the reasonable directives of any authorized school district employee.
14. **Detention Hall:** Students who violate school rules may be assigned to supervised study periods held before, during or after regular school hours. When a student is assigned D-Hall before or after school, the parent is responsible for transportation to and from the school.
15. **Due Process:** To guarantee that students will not have their rights taken away unfairly, there are established procedures which school personnel must follow.

16. **Equal Educational Opportunity:** The Board of Education believes that every child, regardless of race, creed, color, sex, cultural or economic background or handicap, should be given the opportunity to develop and achieve to the maximum extent possible. To provide equal educational opportunity, all programs offered by schools within the District will be open to all students.
17. **Excessive Absence:** Students shall not be absent more than ten (10) days in a semester. Whenever a student exceeds ten (10) absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or person in loco parentis shall be subject to a civil penalty as prescribed by law.
18. **Expulsion:** Principals may recommend to the Superintendent that a student be prohibited from entering the school or school grounds (except for a prearranged conference with an administrator) until the end of a semester, the end of the current school year, **including summer school**, or permanently, dependent upon the severity of the offense. Expulsion requires Board of Education approval and may include loss of academic credit.
19. **FAPE:** Free and Appropriate Public Education
20. **FERPA:** Family Educational Rights and Privacy Act of 1984
21. **GED:** General Education Development
22. **GFSA: Gun-Free School Acts**
23. **Group Fight:** A group fight shall mean any physical attack, threat thereof, or actual fighting by two or more students against one or more other students who are not at the time of such physical attack, threat thereof, or actual fighting members of the same group. For participants in a group fight that has been planned, results in serious bodily injury, and/or causes significant disruption of the school day, the principal shall request an expulsion.
24. **HAC:** Home Access Center
25. **Harassment:** A student shall not engage in conduct or repeatedly commit an act that alarms or seriously annoys another person and that serves no legitimate purpose.
26. **IDEA:** Individuals with Disabilities Education Act
27. **IEP:** Individualized Educational Plan
28. **Illegal Drugs:** Any controlled prescribed or over the counter drug/medication not for the personal use of prescribed person or any controlled or uncontrolled substance.

29. **In-School Intervention:** In-School Interventions emphasizes teaching students to behave in ways that contribute to academic achievement and school success and that support a school environment where students and school staff are responsible and respectful. In-school Interventions also emphasizes the need for school staff to promote appropriate behaviors and by teaching, modeling, reinforcing and monitoring appropriate behaviors and by treating many minor misbehaviors as —teaching moments rather than punishment opportunities. In-school Interventions recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community.

In-School Interventions also involves ongoing monitoring of discipline data to ensure equitable school-based discipline practices are implemented in a fair and non-discriminatory manner.

30. **Non-traditional School Schedule:** Any school with class periods that do not fall within the 40 to 50 minute per day range will be considered non-traditional.
31. **Parent:** The term parent will include every parent, guardian or person in parental relation having control or charge of any student in attendance in the schools of this district.
32. **PRN:** Pro Re Nata which loosely translates to medication prescribed to be taken *"as needed"*.
33. **Probation:** The principal may suspend punishment for a rule violation and notify the parents and students in writing at the parent conference that the student must obey the rules for the remainder of the school year under penalty of recommendation for expulsion. Both the parent and student will be requested to sign the probation letter. (Must be documented by another employee if they refuse to sign.)
34. **Reasonable Force:** School personnel may apply the minimum amount of force necessary to stop or restrain a student from conducting himself in such a way that could result in his physical injury or injury to others.
35. **Reasonable Suspicion:** Reasonable grounds for suspecting that a search will turn up evidence that the student has violated or is violating either the law or school rules.
36. **Rights and Responsibilities:** Students, as well as parents and school personnel, are guaranteed full rights of citizenship by the United States Constitution, and those rights cannot be denied except through due process of law. In order for others to enjoy their citizenship rights, it is necessary for students to behave in such a way that others are treated equally and with respect.
37. **Rtl:** Response to Intervention is a problem-solving approach that uses a three-tier model of intervention based on an integrated system of assessment and data collection that informs instructional decisions and decisions for a behavior plan at each tier.
38. **Secondary Identification (ID) Badge:** All secondary students are required to wear District issued ID badges that are visible during school hours.

39. **Sexual Harassment/Misconduct:** Sexual harassment is unwanted verbal, written or physical behavior of a sexual nature; physical intimidation and mockery or scorn based on perceived sexual orientation. Sexual activity or sexual misconduct to include possession of or distribution of pornographic media.
40. **Student Assistance Center (SAC)** - Center for the assignment of secondary students in lieu of out-of- school suspensions.
41. **Suspension:** Prohibition of a student from entering the school or school grounds (except for a prearranged conference with an administrator) for a period of time set by the principal of the school or the superintendent. Suspensions normally will not be longer than ten (10) **student contact days** including the day on which the suspension is initially imposed.
42. **TABE:** Test for Adult Basic Education
43. **TAC:** Teacher Access Center
44. **Tardy:** A tardy is any time a student arrives after school begins or departs before the end of the school day. An early check out is a departure any time before the school day ends. If a student misses two and a half (2.5) hours of instruction it will be considered a half-day absence.
45. **Voluntary School Withdrawal:** In some cases where expulsion is imminent and in the principal's judgment expulsion may not be in the best interest of the student, the principal may allow voluntary withdrawal. In such cases the parent/guardian waives the right to have a full hearing on the charge. When a student is voluntarily withdrawn, all credit is lost. **Applies only to students not covered by Compulsory Attendance Law.**
46. **Work Detail:** An alternative disciplinary sanction for minor offenses in lieu of Detention hall (D-hall) or in-school suspension with approval from the parent.



# **BULLYING**

Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or a school employee. Bullying may occur through written, verbal, electronic or physical act that causes or creates a clear and present danger of physical harm or damage to school or student property. Bullying is NOT ALLOWED and can get you in trouble, suspended, or expelled. If someone bullies you or you see someone being bullied, get help by telling an adult, Or by calling PCSSD Security at 501.234.2260. Bullying is prohibited by ACT 115 of 2007 and PCSSD Parent / Student Handbook for Student Conduct and Discipline.

**Knives, weapons and handguns are not permitted on school property or on school buses.**

**If you should unintentionally take a knife (or other weapon) to school, turn it in to school officials voluntarily and immediately without fear of penalty. (Exceptions: guns)**



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