

Gentry Public Schools



District Parent-Student Handbook

As Adopted For 2023-2024

\s\David Williamson, President of the Board

WELCOME

We would like to take this opportunity to welcome you to the Gentry Public School District. It is our sincere desire that the school year will be both successful and enjoyable for the students, parents and staff.

This handbook is provided to give you a source of general information about our school. We hope that you will find it helpful in answering any questions that you may have. It is very important that you take the time to read this handbook before you sign the form stating that you have received and reviewed the handbook. Every student's permanent record must contain a signed form, and these are updated each year.

We want our school to be a warm and caring place where students feel safe and comfortable so they can get excited about learning. All successful endeavors in life start from a strong foundation and our goal is to provide the foundation that will support your child through the remainder of his/her learning experience.

We encourage parents to become involved in the school. Parents are also invited to visit the school to help strengthen the bonds between the school and the home. **As a safety precaution, all visitors are required to sign in and sign out through the respective administrative offices. Also, visitors are given an identifying sticker to wear while on campus.**

Important phone numbers:

Website Address:

GPS Office	479-736-2380
GPS fax	479-736-0316
GPS Cafeteria	479-736-2380
GPS Nurse	479-736-2382
GIS Office	479-736-2252
GIS fax	479-736-5308
GIS Cafeteria	479-736-2263
GIS Nurse	479-736-3060
GMS Office	479-736-2251
GMS fax	479-736-3414
GMS Cafeteria	479-736-2668
GMS Nurse	479-736-2251
GHS Office	479-736-2667
GHS fax	479-736-5202
GHS Cafeteria	479-736-2668
GHS Nurse	479-736-2667
District Sp. Ed. Office	479-736-8562
Bus Garage	479-736-2022
Technology Center	479-736-5198
Central Office	479-736-2253
Central Office fax	479-736-2245

<http://www.gentrypioneers.com>

E-mail addresses Gentry Public Schools
(first initial) (last name)@gentrypioneers.com
Example: Sam Jones sjones@gentrypioneers.com

Superintendent's E-mail: tdepaola@gentrypioneers.com

SCHOOL COLORS AND MASCOT

The colors of Gentry Public Schools are **maroon** and **white**. These colors are used in all letters given by the school and on uniforms worn by athletic teams, band, and other

representatives of the school. The school mascot is a Pioneer.



GENTRY PRIMARY MISSION STATEMENT

“The mission of Gentry Primary School is to provide personalized education, foster relationships, and increase knowledge by motivating, challenging, and nurturing all students.”

**INTERMEDIATE SCHOOLS
MISSION STATEMENT**

“The Intermediate School mission is to provide all students with an individualized education in a safe, supportive environment that instills respect for others, personal responsibility, and a readiness to learn.”

**GENTRY MIDDLE SCHOOL
MISSION STATEMENT**

“Gentry Middle School, in partnership with parents and community, will provide a safe, standards-based, educational program that will enable adolescents to become successful and adaptable students and citizens.”

**GENTRY HIGH SCHOOL
MISSION STATEMENT**

“The mission of Gentry High School is to provide the highest quality, comprehensive education for every student, regardless of individual background or ability. Provided with a safe and nurturing environment, the student will be empowered with the critical thinking skills, problem-solving abilities, self-discipline and self-motivation that are required for the 21st century.”

**GENTRY SCHOOL DISTRICT
MISSION STATEMENT**

“The mission of the Gentry School District: Ensuring all students connect, learn, and succeed”

OBJECTIVES: The objectives of this educational system will be in accordance with the mission. The objectives are as follows: A] to provide the highest degree of instruction for all students in the community, B] to prepare an adequate foundation for those who wish to further their education, C] to prepare the non-college-bound student by providing training in a basic understanding of required knowledge and skills for satisfactory living in today's world, D] to promote an atmosphere of independent thinking and to develop a desire to learn more, E] to promote appropriate personal and social behavior by programs and activities which develop reliability, responsibility, democracy and varying aspects of patriotism, F] to instill a sense of individuality and a sense of shared purpose, G]to provide a well-rounded, liberal arts curriculum, H]to improve the quality of teaching by utilizing special talents and abilities of the staff.”

WHO IS RESPONSIBLE FOR STUDENT CONDUCT?

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

STUDENTS

Students have the responsibility to pursue their education in the Gentry School District in a manner that shows respect for other students, faculty, parents, and other citizens. Students should be aware that they have a responsibility to cooperate with and assist the school staff in the orderly and efficient conduct of the schools. They can accomplish this by abiding by the rules and regulations established by the Board of Education and the school they attend. Each student is responsible for his conduct at all times.

PARENTS OR GUARDIANS

Parents or guardians are responsible for exercising the required controls so that their children's behavior at school will be conducive to their own progress and not disruptive to the school's educational program. They are responsible for alerting school personnel when they have reason to believe that their children are experiencing

difficulties at school or at home, and they should actively solicit the help of the school toward maintaining the school's behavior standards.

TEACHERS

Teachers are responsible for the supervision of all the students in the school. This includes not only the students who are regularly assigned to the teacher, but also all other students with whom the teacher comes in contact. Each teacher is expected to maintain the kind of atmosphere and decorum that promotes the learning process, and to utilize sound techniques, which seem appropriate. These techniques include conferences with students, parents, referral to counselors at the school, or referral to other supportive service personnel of the District. When the teacher is unable to assist the student to maintain proper control of his/her behavior, the student is to be referred to the appropriate administrator in the school.

PRINCIPALS

The principal is expected to give to all students at the beginning of the school year, and to each new student upon registration, the rules and regulations currently in effect. The principal is responsible for conducting continued in-service education for all personnel on a regular basis to interpret and implement established policies. The principal or the principal's designee is authorized to assign students to detention, to probation status, and to suspend or to recommend the expulsion of students.

SUPERINTENDENT

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

THE BOARD OF EDUCATION

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

STUDENT HANDBOOK

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

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

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

Descriptor Term	Descriptor Code	Issue Date	Last Revised
Student Policies Goals	JA	March 13, 2000	November 16, 2010

Arkansas Code Annotated 6-18-503 and others require that all school districts in the State of Arkansas develop student discipline policies. It further states that parents and students be advised of the rules and regulations by which the school is governed and be made aware of the behavior that will call for disciplinary action and the types of corrective actions that may be imposed. These actions can range from a minimum of verbal warning/reprimand to a maximum of expulsion.

Therefore, these and other student-related policies are included in this Gentry School Handbook, which has been distributed to each student to be read and discussed by both student and parent.

Upon receipt, all parents and students are asked to sign, date, and return the provided statement verifying the handbook has been both received and reviewed.

The focus of the Gentry School District is to instill within each student a sense of respect for others, a commitment to be responsible for his or her own actions, a feeling of pride and ownership for the school's facilities, and a desire to excel in academics, extra-curricular activities, and personal conduct.

It is the belief of the Gentry Board of Education and school staff that ensuring appropriate student behavior is first the responsibility of the student and his or her parent. Although many of the following policies specify punitive measures for violation of discipline policies, such measures shall only be used to provide a safe and orderly learning environment for all students.

While dedicated to respecting the rights of individual students, the Gentry School District will initiate any legal recourse necessary to ensure that no individual student's or groups of students' behavior infringes on the rights of other students to receive a free and appropriate education.

The Gentry Board of Education recognizes that consequences for violation of student disciplinary policies may need to vary due to the age-level of the student. Therefore, the Board authorizes the administration of the district to enlist parents, students, teachers, and other interested parties to formulate procedures and practices which will best serve the needs of the students according to age:

The Board recognizes that having different practices and procedures may create situations where similar age students at the different campuses could receive different consequences for a mutually shared infraction. In such, the Board directs that the respective principals involved issue the same consequence for all parties.

Second readings of policy to this handbook will be suspended when the policy revision is required by amendments, deletions, or additions to state law. Adoption as policy of such changes shall take place at the first reading and shall be effective after parents, students, staff, or other affected parties have received notification of such required change.

LOGISTICAL NOTE: ALL STUDENT POLICIES WERE REVIEWED BY THE SCHOOL BOARD DURING THE SCHOOL YEAR ACCORDING TO THE PROCEDURES ESTABLISHED BY A.C.A. 6-18-502 ET AL.

Descriptor Term	Descriptor Code	Issue Date	Revised Date
Equal Education Opportunity/Title IX	JB	July 1, 2006	June 13, 2019

EQUAL EDUCATIONAL OPPORTUNITY

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

Inquiries on non-discrimination may be directed to the superintendent, who may be reached at 479-736-2253.

For further information on notice of non-discrimination or to file a complaint, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Legal References: A.C.A. § 6-10-132, A.C.A. § 6-18-514, 28 C.F.R. § 35.106, 34 C.F.R. § 100.6
34 C.F.R. § 104.8, 34 C.F.R. § 106.9, 34 C.F.R. § 108.9, 34 C.F.R. § 110.25

Date Adopted: 6.13.2019

Proper steps for a student to file a grievance are as follow:

Step 1. A student who feels that he has a grievance should present the matter orally or in writing to his/her principal. If the problem is resolved and no further action is necessary, the matter is considered closed.

Step 2. If a student feels his problem has not been resolved, he/she may ask the principal to schedule a meeting with the Title IX grievance officer to further discuss the issue. This meeting shall occur within two (2) working days of the receipt of a written request from the student.

Step 3. If a student feels his problem has not been resolved, he/she may ask the Title IX grievance officer to schedule a meeting with the Superintendent to further discuss the issue. This meeting shall occur within five (5) working days of the receipt of a written request from the student.

Step 4. If the problem is unresolved after step two (2), the complainant may make a written request to the superintendent for a hearing before the Board of Directors at the next regularly scheduled board meeting unless both parties agree to a different date. Participants involved in the previous steps would be in attendance at this hearing. The decision of the Board shall be final.

Descriptor Term	Descriptor Code	Issue Date	Issue Date
COMPULSORY ATTENDANCE REQUIREMENTS	JEA	July 1, 2006	June 13, 2019

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 (4.1—RESIDENCE REQUIREMENTS), 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 (4.6—HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waver 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).

Legal Reference: A.C.A. § 6-18-201, A.C.A. § 6-18-207 Date Adopted: 6.13.2019

Descriptor Term
Enrollment

Descriptor Code
JEB

Issue Date
July 1, 2006

Revised:
June 22, 2015, June 3, 2019

RESIDENCE REQUIREMENTS

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

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

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

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

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

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis reside within the District¹ and to all persons between those ages who have been legally transferred to the District for educational purposes.

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

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District’s schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance; However a student previously enrolled in the district whose parents move the student into another district or who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools.² A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.³

Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education coop to which the district belongs may enroll in the district even though the employee and the employee’s child or ward reside outside the district.⁴

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

Notes: ¹ Residency requirements of homeless students is governed by policy 4.40—HOMELESS STUDENTS. Residency requirements governing foster children are governed by policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN. If a student’s primary residence is on an undivided tract of land that is located partially in one (1) school district and partially in another school district or the student’s principal place of residence is located partially in one (1) school district and partially in another school district, then the student shall be eligible to attend the school in either of the school districts in which the tract of land or principal place of residence is located regardless of the location of the home on the property.

² The Interstate Compact on Educational Opportunity for Military Children and the ARKANSAS MILITARY CHILD SCHOOL TRANSITIONS ACT OF 2021 are the sources for this sentence. It is codified at A.C.A. § 6-4-302 and 6-28-108. The language allowing any student who moves from one district into another district to continue to attend the original district comes from A.C.A. § 6-18-203.

³ This is a provision of A.C.A. § 9-28-113(a) and (b).

⁴ Rather than duplicate the law on the attendance of children of employees who reside outside of the district into the policy which would make for a long policy affecting a relatively small number of students, we suggest you consult A.C.A. § 6-18-203 and have a copy handy for affected employees or potential employees.

Cross References: Policy 4.40—HOMELESS STUDENTS
Policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN

Legal References: A.C.A. § 6-4-302
A.C.A. § 6-18-202
A.C.A. § 6-18-203
A.C.A. § 6-28-108
A.C.A. § 9-28-113

Date Adopted: June 19, 2023

Last Revised:

ENTRANCE REQUIREMENTS

**Issue Date
June 19, 2023**

To enroll in a school in the District, the child must be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN, 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 under Policy 4.5.

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.¹

Prior to the child's admission to a District school:²

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

Uniformed Services Member's Children

For the purposes of this policy:

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

“Active duty”⁴ means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. §§ chapters 1209, ~~1210~~, and 1211 or 42 U.S.C. § 204.

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

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

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

“Eligible child” means the children of:

- Active duty members of the uniformed services;

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

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

"Transition" means the:

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

"Uniformed services"⁴ means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

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

The superintendent shall designate an individual as the District's military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child's parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District's military education coordinator shall have specialized knowledge regarding the educational needs of children of military families and the obstacles that children of military families face in obtaining an education.⁵

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.

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

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

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

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

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

International Exchange Students

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

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

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

- Be certified by the Council on Standards for International Educational Travel;
- Provide documented proof of the international exchange student's English proficiency; and

- Notify the District at least three (3) weeks before the beginning of the academic semester the international exchange student plans to enroll in the District.

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

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

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

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

The District shall provide English-language services to international exchange students as necessary.⁸

Notes: ¹ The US Supreme Court has held that public schools may not use immigration status as a criterion for admitting and educating students.

² A.C.A. § 9-28-113 requires schools to "immediately" enroll foster children whether or not they produce "required clothing or required records" noted in #2 and #4. ASBA does not believe this means schools are required to admit students currently under expulsion from their previous school. See policies 4.4 and 4.5.

³ A.C.A. § 6-18-510 requires that districts adopt this policy language, or similar, **AND** provide a hearing before the board for the student seeking to enroll in the district while currently serving an expulsion from another district in order for the district to exclude the student until the expiration of the student's expulsion. Districts who do not include this policy language, or similar, **AND** provide the hearing before the board may **NOT** prohibit the enrollment of a student who is currently serving an expulsion from another district.

⁴ A.C.A. § 6-4-302 and 6-28-104 define both "uniformed services" and "active duty." Consult the statutes to determine if the student wishing to enroll in your district qualifies under the definitions.

⁵ While A.C.A. § 6-28-116 only makes this a requirement for districts with at least twenty (20) children of military families enrolled or an average daily membership of three thousand (3,000) students, the language is recommended for all districts.

⁶ While A.C.A. § 6-18-234(c)(3) allows a district to limit the number of exchange students that the district is required to admit to a single school to one (1) exchange student for every fifty (50) traditional students enrolled in the school, we have not included such limiting language as we believe that to do so violates the intent that the public schools are open to all students between the ages of five (5) and twenty-one (21) who lawfully reside within the district.

⁷ You are not required to include exchange student statewide assessment scores in your district results. The law requires that if you include or exclude exchange student assessment results to be done as a group rather than on an individual student basis.

⁸ The law allows districts to opt-out of providing English language services.

Cross References: 4.1—RESIDENCE REQUIREMENTS
 4.4—STUDENT TRANSFERS
 4.5—SCHOOL CHOICE
 4.6—HOME SCHOOLING
 4.34—COMMUNICABLE DISEASES AND PARASITES
 4.40—HOMELESS STUDENTS
 4.52—STUDENTS WHO ARE FOSTER CHILDREN
 4.57—IMMUNIZATIONS

Legal References: A.C.A. § 6-4-302
 A.C.A. § 6-15-504
 A.C.A. § 6-18-201 (c)
 A.C.A. § 6-18-207
 A.C.A. § 6-18-208
 A.C.A. § 6-18-234
 A.C.A. § 6-18-510
 A.C.A. § 6-18-702

A.C.A. § 6-28-101 et seq.

A.C.A. § 9-28-113

DESE Rules Governing Student Discipline and School Safety

Plyler v Doe 457 US 202,221 (1982)

Date Adopted: June 19, 2023

STUDENTS WHO ARE FOSTER CHILDREN

**Issue Date
June 13, 2019**

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services (“DHS”), the Arkansas Department of Education (ADE), and individuals involved with each foster child to ensure that the foster child is able to maintain his/her continuity of educational services to the fullest extent that is practical and reasonable.

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

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

Upon notification to the District’s foster care liaison by a foster child’s caseworker that a foster child’s school enrollment is being changed to one of the District’s schools, the school receiving the child must immediately enroll him/her. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.

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

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

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

Foster Child School Choice

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

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

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

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

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

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

- Graduates from high school; or
- Transfers to another school or school district under:
 - The Foster Child School Choice Act;
 - Opportunity Public School Choice Act of 2004;
 - The Public School Choice Act of 2015; or
 - Any other law that allows a transfer.

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

When a foster child transfers from the foster child's school of origin to another school in the District or into the District, the foster child or the foster parent is responsible for the foster child's transportation to and from the school the foster child transferred to. The District and the foster parent, or the foster child if the foster child is eighteen (18) years of age, may enter into a written agreement for the District to provide the transportation to and from the school the foster child transferred to.

Cross References: RESIDENCE REQUIREMENTS, ENTRANCE REQUIREMENTS, SCHOOL CHOICE, ABSENCES

Legal References: A.C.A. § 6-18-233, A.C.A. § 9-28-113

Date Adopted: 6.13.2019

Late Enrollment

The number of days of school missed by a student who enrolls in school after the beginning of a semester will be counted as absences when determining the minimum number of days a student must be in attendance. Exceptions may be made for transfer students who were in good standing (not suspended or expelled) at their last school attended.

Enrollment of Expelled Students

In accordance with Act 472 of 1995 the Gentry School Board reserves the right to deny admission to any student who has been expelled from another school district during the term of that expulsion. Prior to a child's admission to an Arkansas public school, the parent, guardian, or other responsible person 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.

Descriptor Term	Descriptor Code	Issue Date
HOMELESS STUDENTS	JEBA	July 1, 2006, June 13, 2019

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

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

To the extent possible, the LEA liaison and the building principal shall work together to ensure no homeless child or youth is harmed due to conflicts with District policies solely because of the homeless child or youth's living situation; this is especially true for District policies governing fees, fines, and absences.¹

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

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

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

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

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

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

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

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

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

The District shall be responsible for providing transportation for a homeless child, at the request of the parent or guardian (or in the case of an unaccompanied youth, the LEA Liaison), to and from the child's school of origin.²

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

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

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

In accordance with Federal law, information on a homeless child or youth's living situation is part of the student's education record and shall not be considered, or added, to the list of directory information in Policy 4.13.³

Notes: LEA liaisons who receive appropriate training may now affirm that a child or youth who is eligible for and participating in a program provided by the LEA, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney – Vento Homeless Education Assistance Improvements Act without further determinations from other governmental entities.

A.C.A. § 9-25-106 includes additional rights for unaccompanied youth who are certified by the district LEA to be homeless.

¹ 42 U.S.C. § 11432(g)(1)(I) requires that SEAs and LEAs demonstrate they have developed policies to remove barriers to the identification, enrollment, and retention of homeless children and youths, including barriers to enrollment and retention due to outstanding fees or fines, or absences. The policy language is designed to provide as much flexibility as possible to allow a homeless student to succeed while still holding the homeless student responsible for circumstances that are unrelated to the student's living situation.

² The District’s liability for transportation is more fully covered by 42 U.S.C. § 11432(g)(1)(J)(iii)(I) and (II), which read as follows:

(I) If the child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.

(II) If the child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing the child's or youth's education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

³ The prohibition on the release of a student’s homeless status is from 42 U.S.C. § 11432(g)(3)(G).

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

Date Adopted:

Last Revised:

Date Adopted: June 19, 2023

Descriptor Term:
STUDENT TRANSFER

Descriptor Code:
JEC

Issue Date:
June 19, 2023

Transfer applications received by the District shall be placed on the Board’s next meeting agenda.¹ At least five (5) days before the meeting where the transfer application appears on the agenda, the superintendent shall notify the Board regarding:

- All transfer applications received since the last meeting; and
- The superintendent’s recommendation concerning each transfer application.

Each transfer application shall be considered individually and receive a separate vote by the Board. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a student who submits a transfer application shall be given at least five (5) minutes to present the student's case for a transfer to the Board.

The Board may reject a nonresident's application for admission if its acceptance would necessitate the addition of staff or classrooms, exceed the capacity of a program, class, grade level, or school building, or cause the District to provide educational services not currently provided in the affected school.² The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

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

Any student transferring from a school that is not accredited by the DESE to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. A student transferring from home school will be placed in accordance with Policy 4.6—HOME SCHOOLING.

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.³

Except as otherwise required or permitted by law,⁴ the responsibility for transportation of any nonresident student admitted to a school in this District shall be borne by the student or the student's parents. The District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

Notes: ¹ Applications are required to be placed at the earliest meeting following their receipt, whether that is the next regularly scheduled meeting or a special board meeting. Consult A.C.A. § 6-18-317 for restrictions on transfers where either the resident or the receiving district is under a desegregation related court order.

² Your application of "capacity" should be consistent in order to avoid potential exposure to liability for unlawful discrimination against individuals with disabilities. For example, you should not choose to accept a student who requires no special services, but would require you to add an additional elementary teacher, but refuse to accept a student with a disability because it would require you to add an additional special education teacher. You may refuse to accept the transfer of a student with a disability whose acceptance would necessitate the hiring of an aide, interpreter, or other additional staff member.

³ A.C.A. § 6-18-510 requires that districts adopt this policy language, or similar, **AND** provide a hearing before the board for the student seeking to enroll in the district while currently serving an expulsion from another district in order for the district to exclude the student until the expiration of the student's expulsion. Districts who do not include this policy language, or similar, **AND** provide the hearing before the board may **NOT** prohibit the enrollment of a student who is currently serving an expulsion from another district.

⁴ A.C.A. § 9-28-113(b)(4) encourages districts to arrange for transportation for foster children who have had a change in placement to a new school, but have been kept in their previous school by a DHS or court ruling. The statute's language would permit the change in placement to be in a different district and the policy language would allow the district to arrange for the transportation at district expense.

Cross Reference: 4.6—HOME SCHOOLING

Legal References: A.C.A. § 6-15-504
 A.C.A. § 6-18-316
 A.C.A. § 6-18-317
 A.C.A. § 6-18-510
 A.C.A. § 9-28-113(b)(4)
 A.C.A. § 9-28-205

Date Adopted: June 19, 2023

Last Revised:

SCHOOL CHOICE

Standard School Choice

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan¹ that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE).² As a result of the desegregation order/desegregation plan¹, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption.³ The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.⁴

Definition

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

Transfers into the District

Capacity Determination and Public Pronouncement

The Board of Directors will annually adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District has a lack of capacity by the District having reached ninety percent (90%) of the maximum student population in a program, class, grade level, or school building authorized by the Standards or other State/Federal law.⁵

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.⁶

Application Process

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

stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who are transferring under Uniformed Service Member Dependent School Choice, applications postmarked, emailed, or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

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

Accepted Applications

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing, with the notification letter stating a reasonable timeline by which the student shall enroll in the District by taking the steps detailed in the letter, including submission of all required documents. If the student fails to enroll within the stated timeline, or if all necessary steps to complete the enrollment are not taken, or examination of the documentation indicates the applicant does not meet the District's stated capacity standards, the acceptance shall be null and void.⁷

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

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

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

Rejected Applications

The District may reject an application for a transfer into the District under Standard School Choice due to a lack of capacity. However, the decision to accept or reject an application may not be based on the student's previous academic achievement, athletic or other extracurricular ability, English proficiency level, or previous disciplinary proceedings other than a current expulsion.⁸

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

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

Transfers Out of the District

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

Facilities Distress School Choice Applications

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

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

Opportunity School Choice

Transfers Into or Within the District⁹

For the purposes of this section of the policy, a "lack of capacity"¹⁰ is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the DESE Rules for the Standards for Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity¹⁰ at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District⁹ or from the student's resident district into the District if:

- Either:
 - The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
 - The student's assigned school has a rating of "F"; and
- Except for students who are transferring under Uniformed Service Member Dependents School Choice, the student's parent, guardian, or the student if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer by no earlier than January 1 and no later than May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.

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

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection.¹¹ Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than

ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

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

The District may, but is not obligated to provide transportation to and from the transferring district.¹³²

Transfers out of, or within, the District⁹

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

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

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.¹⁴³

Uniformed Service Member Dependent School Choice

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

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

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

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

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

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

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

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

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

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

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

Unsafe School Choice Program

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

Notes: ¹ Select the version of the desegregation order that applies to your district.

² A.C.A. § 6-13-113 requires a district under a desegregation court order or court-approved desegregation plan to submit to DESE by January 1, 2016:

- A copy of the desegregation order or desegregation-related order;
- The case heading and case number of each court case in which the order was entered;
- The name and location of each court that maintains jurisdiction over the order; and
- A description of the school choice student transfer desegregation obligations, if any, that the school district is subject to, related to the order.

Should the district be released by the court, the district is responsible to promptly notify DESE. DESE will post all districts who have submitted the proper paperwork on its website.

In addition, A.C.A. § 6-18-1906 requires districts claiming an exemption based on a desegregation order/desegregation plan to submit documentation by January 1 of each year that contains the following:

- Documentation that the desegregation order or court-approved desegregation plan is still active and enforceable; and
- Documentation showing the specific language the school district believes limits its participation in Standard School Choice.

DESE will notify the district within thirty (30) calendar days of receipt of the submitted documentation whether or not it is required to participate in standard school choice. If DESE does not provide a written exemption to the district, then the district is required to participate in Standard School Choice. The district may submit a written petition to the State Board to review DESE's decision.

³ If your district doesn't meet the provisions of this paragraph, delete it and, for your master copy of the policy, renumber the remaining footnotes accordingly.

While the policy language requiring the district to notify its contiguous districts that it is exempt from the school choice provisions is not statutorily required, it is advocated by Commissioner's Memo Com-13-061 and we believe it is necessary if potential receiving districts are going to be able to intelligently inform parents who have applied to their school.

⁴ If the desegregation court order/court-approved desegregation plan your district is under would prohibit standard school choice but would not prohibit Opportunity School Choice, remove the references to Opportunity Choice in this paragraph and add the following sentence:

While the District's desegregation court order/court-approved-desegregation-plan exempts the District from the provisions of Standard School Choice, the District's desegregation court order/court-approved-desegregation-plan does not exempt it from the transfer provisions of the Arkansas Opportunity Public School Choice Act (Opportunity School Choice).

We advise districts to consult with their attorney about the district's desegregation court order/court-approved-desegregation-plan applicability to the exemption provisions in A.C.A. § 6-18-1906 and A.C.A. § 6-18-227 and whether you will need to include both, either, or neither policy provisions on standard School Choice or Opportunity School Choice in your final version of this policy.

⁵ For the Resolution, see Form 4.5F. There is no real flexibility in setting capacity as you can no longer take growth into account when setting slots for Standard School Choice. Districts may only deny a transfer if the transfer would place the district above the ninety percent (90%) maximum under law. Your application of a lack of capacity must be consistent; you can't choose to add a teacher due to accepting a student, but refuse to add a staff member because the applicant requires special education.

Once the resolution has been made, the Board's role in determining acceptance is finished and no further board action is required to accept school choice students.

⁶ The statute does not stipulate a date and you can choose your own, but it should give parents a reasonable opportunity to submit their application. While the statute gives districts a choice between advertising in print or on the Internet, it also doesn't prohibit advertising in both. To help inform parents before they try to apply so they will know in advance if it's actually a possibility that their child could be accepted, we suggest either including your capacity resolution in the public announcements or state where the resolution can be found.

⁷ Consider the following about the timing of your acceptance of an application and why it's important to provisionally accept each application until the notification letter is returned to you:

The later you accept an application, the more confident you can be about accepting or denying based on capacity. (For example, have as many students as usual moved into your district and were they in the expected grade level patterns?) However, an earlier, **provisional**, acceptance, such as June 1, gives you more time to determine through the use of your acceptance notification letter whether the student's reality matches the information supplied on the application. For example, would the applicant have been held back in 3rd grade in the resident school and the parent is trying to keep that from happening by transferring. While you may have an opening in 4th grade (the grade the parent would have applied for), you may not have an opening in 3rd grade and so would need to deny the application once the paperwork was submitted.

Another example would be an application for a kindergarten choice transfer. When reviewing the completed paperwork, you discover the child is medically fragile and will require additional staff to meet the student's needs. Provisional acceptance gives you the time and opportunity to reconsider your acceptance and still meet the July 1 deadline.

⁸ You are required to hold a hearing before the board of directors about the student's expulsion. (See A.C.A. § 6-18-510.) It is possible that the expulsion was for a disciplinary infraction that does not result in expulsion in your district. If this is the case, you have the choice of whether or not to admit the student under school choice due to the resident district's expulsion of the student, but you may **NOT** deny a student unless you hold a hearing.

⁹ Only include "or within" if your district has more than one school with the same grade(s).

⁴⁰ The capacity standards under "Opportunity Choice" are slightly more strict than under "Standard Choice" standards and are limited to what is stated in the policy. Additionally, by Rule, you are required to base your decision on ninety-five (95%) of capacity at the time of the application with no provision for consideration of your district's normal growth. Just as with Standard School Choice, your application of a lack of capacity must be consistent; you can't choose to add a teacher due to accepting a student, but refuse to add a staff member because the applicant requires special education.

¹²¹ The student or his/her parents may appeal to the State Board a decision to deny admission.

¹³² Sending districts are required to spend up to four hundred dollars (\$400) per year to transport the student. The statute and the Rules are unclear. They both state that receiving districts **may** transport opportunity choice students, but sending districts **shall** pay up to four hundred dollars (\$400) per year to transport the student. The policy's language makes no attempt to settle the discrepancy. The financial responsibility of the transferring district goes away when the school no longer has a rating of "F" or the student's resident district is no longer classified by the state board as in need of Level 5 — intensive support. At that time the statute states that the receiving district may choose to pay for the transportation.

¹⁴³ Opportunity Choice does not give you the option contained in Standard Choice of advertising on the Internet in place of print media.

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

Date Adopted: June 19, 2023

Last Revised:

Descriptor Term	Descriptor Code	Issue Date
Participation of home-schooled students in interscholastic activities.	JECCB	June 19, 2023

EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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

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

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.¹

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone² as permitted by this policy.

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if: The superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District; or

- The student's resident school does not offer the interscholastic activity and the superintendent of the non-resident district agrees to allow the student to enroll in the interscholastic activity.

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

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

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

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course³ in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the homeschooled student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

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

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

A home-schooled student who has met the tryout criteria² and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;
- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- required drug testing;⁴
- permission slips, waivers, physical exams; and
- participation or activity fees.

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

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

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

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

Notes: ¹ This paragraph is not statutorily required, but without advance determination of the timelines, there will be no way for a parent to know when, or even for what semester, they will have to make their application to the district. Such information will benefit all students.

² Only include "or their applicable attendance zone's school" if your district has more than one school per grade configuration.

³ You can only **require** one course, but a district may permit a student to register for more than one course.

⁴ Include "drug testing" only if your district conducts such tests.

Cross Reference: 4.59—ACCADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

References: A.C.A. § 6-15-509

- A.C.A. § 6-16-151
- A.C.A. § 6-18-232
- A.C.A. § 6-18-713
- Arkansas Activities Association Handbook
- Commissioner’s Memo COM-18-009
- Commissioner’s Memo LS-18-015
- Division of Elementary and Secondary Education Rules Governing Home Schools

Date Adopted: June 19, 2023

Last Revised:

Descriptor Code	Descriptor Code	Issue Date	Revised Date
ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS	JECCC	June 13, 2019	

The District allows private school and home school students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered in grades 9-12. The District will place a list of courses that a private school or home school student may request to attend on its website by:

1. June 1 for courses to be offered during the Fall semester; and
2. November 1 for courses to be offered during the Spring semester.

A private school or home school student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:

- a. August 1 for Fall semester courses; or
- b. December 1 for Spring semester courses.

The District may reject a private school or home school student's request for attendance if the District's acceptance would:

- Require the addition of staff or classrooms;
- Exceed the capacity of a program, class, grade level, or school building;
- Cause the District to provide educational services the District does not currently provide; or
- Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

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

As part of the request to attend academic courses in the District, a private school or home school student shall:

- Indicate the course(s) the private school or home school student is interested in attending;
- If the course(s) the private school or home school student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home school student intends to attend the physical course or the digital course;
- Agree to follow the District's discipline policies; and
- Submit immunization documentation required by Policy IMMUNIZATIONS. In addition to the documentation methods provided in Policy IMMUNIZATIONS, a home school student may submit a letter to the superintendent, or designee, stating an objection to immunizations and listing the immunizations the student has received, if any.

A private school or home school student who fails to attend an academic course by the eleventh (11) day of class shall be dropped from the course.

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

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

Date Adopted: 6.13.2019

ABSENCES

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

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

Absences for students enrolled in synchronous digital courses shall be determined in the same manner as for District students attending courses in person.¹

Excused Absences

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

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.²
2. Death or serious illness in their immediate family;³
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;⁴
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.⁵
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
 - Labor, delivery, and recovery;
 - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
 - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
 - A legal appointment related to pregnancy or parenting, including without limitation:
 - Adoption;
 - Custody; and
 - Visitation;
 - A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
 - At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.⁶

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.^{5,7}

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

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

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

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

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, ~~or~~ person standing in loco parentis, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with *(insert number)*⁸ unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has *(insert number equal to 1/2 above number)*⁸ unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified⁹. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds *(same number as in the first paragraph of this section)*⁸ unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student; the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the school or district administrator or designee.¹⁰

Students who attend in-school suspension shall not be counted absent for those days.¹¹

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.¹¹

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.

Notes: If your district's penalties for absences include an impact on the student's grades, it is important to note that A.C.A. § 9-28-113(f) prohibits the lowering of grades of foster children for absences due to 1) a change in the student's school enrollment; 2) the student's attendance at a court ordered dependency-neglect court proceeding; or 3) the student's attendance at court-ordered counseling or treatment.

¹ If you have asynchronous digital courses in addition to or in place of synchronous digital courses, you will need to add to or replace this paragraph with the manner you will use to determine a student's attendance in such classes. The exact manner you use to determine the student's attendance will depend on the options within the digital course platform you are using. Be sure to note that a student who is taking an asynchronous course but who was assigned a class period during the school day for the course may be considered truant under your discipline policies for failure to be physically were they are assigned to be but would not be considered absent for the digital course itself if the student satisfied the attendance requirements for the asynchronous digital course.

² Limiting the number of excused absences for illness is an option which you can choose to include or not include. The number of absences can be changed as you feel appropriate.

³ Your board may want to define the meaning of “immediate family.” One source for a definition is A.C.A. § 6-17-1202.

⁴ A.C.A. § 6-18-220 requires that a student be given an excused absence for attending a 4-H activity even if your district does not have a FFA or FHA program.

⁵ The law is silent on how to treat absences for students excluded from school in this manner. While you may elect to have such absences treated as unexcused absences, we do not recommend doing so due to the truancy requirements and the potential for a student to not be able to make up homework based on the language in Policy 4.8—MAKE-UP WORK.

⁶ A.C.A. § 6-18-234 exempts the student parent from being dropped from the district enrollment for being absent for more than ten (10) consecutive days when the absences are related to pregnancy or the birth of the student’s child.

⁷ Statutorily, the day the student serves as a page cannot be counted as an absence, but the school may grant additional days (such as for travel time) in conjunction with the day as a page that would also not be counted as absences. The choice is up to the district.

⁸ A.C.A. § 6-18-222(a)(1)(A)(i) requires school boards to adopt an attendance policy that includes a “certain number” of excessive unexcused absences. The code leaves the specific number up to the individual board’s discretion. The number your board chooses determines the number of absences that triggers the notices being sent to the student’s parents.

⁹ If your district has a Community Truancy Board as defined in A.C.A. § 6-18-225 & 226, notification will also need to be sent to the chairman of the truancy board. The truancy board will then need to proceed as defined by A.C.A. § 6-18-222(a)(4)(A).

¹⁰ Students are specifically permitted to initiate the agreement on their own; their parents may be unavailable or unwilling to meet with the administration.

¹¹ The statutes are silent on whether in-school-suspensions shall count as absences. You can choose to amend this sentence and make either or both forms of suspension count as unexcused absences. In making your decision, we suggest you consider the number of days of allowable unexcused absences you have chosen for this policy, the lower the number, the greater the consequences for including an in-school-suspension as an unexcused absence. A.C.A. § 6-18-507(g) requires districts to note on each student’s attendance record if the student’s absence was due to an out-of-school suspension.

4.8—MAKE-UP WORK

4.57—IMMUNIZATIONS

5.11—DIGITAL LEARNING COURSES

5.29—WELLNESS POLICY

Legal References:	A.C.A. § 6-4-302
	A.C.A. § 6-18-209
	A.C.A. § 6-18-213
	A.C.A. § 6-18-220
	A.C.A. § 6-18-222
	A.C.A. § 6-18-229
	A.C.A. § 6-18-231
	A.C.A. § 6-18-234
	A.C.A. § 6-18-235
	A.C.A. § 6-18-507(g)
	A.C.A. § 6-18-702
	A.C.A. § 6-28-114

A.C.A. § 7-4-116
 A.C.A. § 9-28-113(f)
 A.C.A. § 27-16-701
 Division of Elementary and Secondary Education Rules Governing Distance and Digital Learning

Date Adopted: June 19, 2023
 Last Revised:

Descriptor Term	Descriptor Code	Issue Date
Tuancy	JEDA	July 1, 2006, May 21, 2014

Tuancy will be regarded as a disruption of the educational process. Tuancy is defined as not attending school after leaving home to do so, leaving school without permission of the office, not attending a class the student is enrolled in without a legitimate pass to do so, and leaving class without permission. Using a forged note will also constitute truancy. A student who has been truant *will* be assigned to in-school suspension two (2) days for each day of truancy up to a maximum of five days. In addition, each day of truancy will count as one of the 5 allowed absences per semester. A student who is truant and later has a valid need to exceed the five (5) allowed days might not be granted an extension of absences.

Descriptor Term	Descriptor Code	Issue Date	Revised
Tardies	JEDB	July 1, 2006	5.9.2011, 5.21.2014 8.19.2021

Any student who reports to school late must report to the office and obtain an admittance slip before entering his/her classroom. All records concerning unexcused tardies will be kept in the school office. At the Primary and Intermediate Schools, students arriving after 8:00 a.m. will be considered tardy, and students leaving before 3:00 p.m. will be considered checked out early and for attendance purposes, students checking in after 9:00 a.m. and students leaving before 2:00 p.m. will be marked absent for half of the day. At the Gentry High School and Gentry Middle School, when a student misses more than 10 minutes of class it will be considered an absence from the class for attendance purposes.

Excessive tardiness, as determined by respective campus procedures, will result in a mandatory principal-student-parent contact. At such time other consequences for future tardiness, *may* include noon detention, in-school suspension, or other appropriate disciplinary actions will be determined.

Descriptor Term	Descriptor Code	Issue Date
Early Checkout	JEDC	July 1, 2006

No student will be allowed to check out of school without permission of the parent unless the parent is checking the student out in person. All requests to check out a student are to be made in the respective principal's office. Only the person(s) listed on the student's enrollment form are allowed to check the student out. An identification card with a picture, such as a driver's license, will be requested when school officials do not personally know the party requesting to check out the student.

At the Primary and Intermediate Schools, students leaving before 3:00 p.m. will be considered checked out early and for attendance purposes, students checking in after 9:00 a.m. and students leaving before 2:00 p.m. will be marked absent for half of the day.

Descriptor Term	Descriptor Code	Issue Date	Revised Date
CLOSED CAMPUS	JEDCC	July 1, 2006	June 13, 2019

All schools in the District shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless given permission to leave the campus by a school official. Students must sign out in the office upon their departure.

Students may not leave campus on arriving except through the procedures described in JEDC. Students are not allowed to check out for lunch unless accompanied by a parent or guardian. Parents, friends, etc. wishing to leave meals for students must bring them to the office and leave them for the students prior to the lunch period. Students are not allowed food delivery from vendors.

STUDENT VISITORS

The board strongly believes that the purpose of school is for learning. Social visitors, generally, disrupt the classroom and interfere with learning that should be taking place. Therefore, visiting with students at school is strongly discouraged, unless approved by the principal and scheduled in advance. This includes visits made by former students, friends, and/or relatives of teachers or students. Any visitation to the classroom shall be allowed only with the permission of the school principal and all visitors must first register at the office.

Cross References: For adult visits see Policy CONTACT WITH STUDENTS WHILE AT SCHOOL and Policy VISITORS TO THE SCHOOLS

Date Adopted: 6.13.2019

Descriptor Term	Descriptor Code	Issue Date	Revised Date
Make-up Work	JEDD	June 19, 2023	

MAKE-UP WORK

Students who miss school due to an excused absence shall be allowed to make up the work they missed during their absence under the following rules:¹

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.²
2. Teachers are responsible for providing the missed assignments when asked by a returning student.²
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.²
4. Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have one class day to make up their work for each class day they are absent.³
6. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.⁴
7. Students are responsible for turning in their make-up work without the teacher having to ask for it.²
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. As required/permitted by the student’s Individual Education Program or 504 Plan.

Work may not be made up for credit for unexcused absences **unless** the unexcused absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.⁵

Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District’s programs, measures, or alternative means and methods to continue student engagement and access to education during the student’s period of suspension or expulsion.⁶

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 4.57—IMMUNIZATIONS.

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

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

Notes: ¹ Your district has the right to require students to make up work for both excused and unexcused absences; requiring work to be made up for all absences could serve as a deterrent for unexcused absences.

² This sentence should be modified for elementary school classes.

³ Select the number of days your district deems reasonable and feasible.

⁴ Your district may choose to adopt a different schedule such as docking the work a certain percentage for each day it is late.

⁵ The contents of this paragraph are optional and can be adjusted to the extent it remains aligned with your personalization of policy 4.7. While the law requires that students be provided an opportunity and a process to maintain education services during the student’s suspension or expulsion, whether or not a student receives credit for assignments as part of this process is dependent on the student completing the work and on whether or not you have adopted specific language prohibiting the student from receiving credit.

⁶ The program and method(s) you provide for students to maintain their educational opportunity should be in accordance with the requirements from Policy 4.30 and Policy 4.31.

Cross References: 4.7—ABSENCES
 4.30—SUSPENSION FROM SCHOOL
 4.31—EXPULSION
 4.57—IMMUNIZATIONS

Legal References: A.C.A. § 6-16-1406
 A.C.A. § 6-18-234
 A.C.A. § 6-18-502
 DESE Rules Governing Student Discipline and School Safety

Date Adopted:

Last Revised:

Descriptor Term
Homework

Descriptor Code
JEDDA

Issue Date
July 1, 2006

Revised
May 9, 2007

The Gentry Board of Education recognizes that fundamental skills often need to be reinforced through additional practice, which students complete outside the instructional day.

Homework activities, an extension of in-class instruction, are those activities and assignments that relate directly to classroom instruction and are designed to lead to mastery of the content being studied.

The purpose of homework is as follows:

- To introduce new material prior to direct instruction by the teacher, such as reading of a chapter in the text with a stated purpose for reading.
- To teach responsibility by setting expectations for the completion of independent practice by the student in a specified period of time.
- To complete class assignments that were not completed during the instructional day.
- To provide enrichment and extension of the curriculum so students can expand their knowledge base independently.
- To reinforce new learning through independent or guided (parent support) practice.

Academic achievement is a joint responsibility among the teacher, the student and the parent. In homework there is a joint responsibility between parent and student to ensure that the purpose of the homework is met. In the primary grades, parents should be an active partner being involved in guided practice activities and helping students work toward mastery of basic skills. In the upper elementary and the secondary schools, parents should be supportive of the requirements for homework that is assigned.

Parents can establish a supportive learning environment in the home that is conducive to completing homework by:

- Showing a positive attitude toward the educational process.
- Taking an interest in their child's schoolwork.
- Establishing good study conditions.
- Monitoring their child's study habits.
- Providing support to their child's efforts.

Parents are not required to provide, nor is homework intended to be, the initial instruction related to new learning.

The following statements are guidelines to teachers as they make decisions about homework:

- Homework must be relevant to the instruction in the classroom.
- Homework should not be assigned for punitive reasons.
- Skills taught in the classroom should first be guided and practiced in the classroom under the teacher's supervision prior to homework being assigned.
- Homework assignments should be reasonable in length considering the age and grade of the students. The exact amount of homework and time spent will vary depending on age and ability of child and the course work in which the child is enrolled.

As building needs differ, due to the age of the students and content delivered therein, homework practices will be specified for each building configuration within the student handbook in order to ensure consistency.

PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty five (45) days¹ 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.²

For purposes of this policy, the Gentry 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.³

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.⁴ "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,⁵ his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

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

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

The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.⁶

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

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

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

Notes: With very few exceptions, Health Insurance Portability and Accountability Act (HIPAA) privacy requirements don't apply to public K-12 schools and, for that reason, ASBA has no model policy addressing HIPAA. An excellent explanation of the relation between FERPA and HIPAA is available at <https://www.arsba.org/page/policy-resources>.

Districts must annually notify parents or students if over the age of eighteen (18) of the provisions of this policy and "...shall effectively notify parents who have a primary or home language other than English." (34 CFR 99.7(b)(2))

Districts may release directory information (DI) (as presently defined by the district) of former students to the extent there is not a signed prohibition against such release. As the definition of DI changes over time (for example, the addition of email addresses to the definition of DI), districts may release DI according to the current definition. It also applies to the release of information that is now defined as DI for students who left the district prior to 1974, when there was no such thing as DI.

As stated in this policy, once a student turns eighteen (18), the rights to his/her educational records transfers to the student. The release of educational records to a parent becomes permissive and not a right. At that point, the school gets to decide if it wants to release educational records to parents. The student, however, doesn't have the right to object one way or the other. If the parents don't establish dependency, once the student turns eighteen (18), the parents don't have an absolute **right** to see their student's educational records. "Dependency" in this regard is defined according to the IRS; if the student is claimed by either of their parents (regardless of custody issues, or filing jointly or separately) as a dependent, then the rights of the parent once the student turns eighteen (18) is as described. Without dependency, the parents have no right to see their student's educational records once the student turns eighteen (18).

There are several areas of permissible release of students' PII that are not mentioned in this policy (it's not required and would make the policy very long), but that are listed in 34 CFR § 99.31. One of the areas that has been greatly elaborated on in the DOE Rules, released 12/2/11, relates to the district's release of PII to an "authorized representative" for the purpose conducting an audit or evaluation of federal or state education programs. This new area is covered in 34 CFR 99.35. Both documents are available by calling the ASBA office and requesting a copy. They could come in handy when answering parents' questions regarding the release of PII.

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

¹ You may choose a lesser number of days, but you may not exceed forty-five (45) days.

² This paragraph along with the preceding paragraph are added (and permitted) due to the amendments in the Code of Federal Regulations resulting from the Virginia Tech shootings in 2007. The paragraph can also apply to the release of PII to state health officials during outbreaks of communicable diseases. This would apply, for example, to immunization records to determine which students need to be removed from the school. (See Policy 4.34).

³ The requirements for conducting a hearing are addressed in 34 CFR § 99.22. The district's obligations regarding the results of the hearing are covered in 34 CFR § 99.21. Both are available by calling the ASBA office and requesting a copy.

⁴ The 12/2/11 DOE Rules now provide districts with the option of greater specificity in choosing to whom it will release DI. ASBA has not amended the model policy to include this expanded option because we feel it can result in unintentional restrictions for desired release of DI. The following is the language from 34 CFR § 99.37 governing this option:

In its public notice to parents and eligible students in attendance, ... an educational agency or institution may specify that disclosure of directory information will be limited to specific parties, for specific purposes, or both. When an educational agency or institution specifies that disclosure of directory information will be limited to specific parties, for specific purposes, or both, the educational agency or institution must limit its directory information disclosures to those specified in its public notice.

⁵ Dates of attendance means the period of time during which a student attends or attended your district, e.g. an academic year or semester. It does not mean specific daily records of attendance.

⁶ This paragraph is language from the amended 34 CFR § 99.37 and is included to help eliminate the potential problem of a student (who is in a class where the student really doesn't want to be - for example JAG), who has opted out of release of DI, refusing to give the information necessary for the class.

Cross References: Policy 4.34—Communicable Diseases and Parasites
 Policy 5.20—District Web Site
 Policy 5.20.1—Web Site Privacy Policy
 Policy 5.20F1—Permission to Display Photo of Student on Web Site

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

Date Adopted: June 19, 2023

Last Revised:

Descriptor Term	Descriptor Code	Issue Date	Revised
Textbook/School Property	JEDDB	July 1, 2006	

Textbooks are furnished by the school and are issued to all students upon enrollment. Students and parents are responsible to pay for any damaged or lost textbooks that are issued to them.

The school facilities are the property and responsibility of all our patrons. Students who vandalize school property will be required to pay for damages and may be subject to suspension or expulsion from school.

Descriptor Term	Descriptor Code	Issue Date
School Telephone	JEEA	July 1, 2006

The school telephone is a business phone and students will not be able to use it except in an emergency. Students are not called from class to the telephone except in an emergency.

Descriptor Term	Descriptor Code	Issue Date
Emergency Numbers	JEEB	July 1, 2006

The school must always be informed as to a work telephone number or emergency number in the event your child becomes ill or is injured at school and requires your presence. If we cannot reach a parent designated responsible party, the child will have to remain at school and go home by bus even though he/she is ill. However, should there be an emergency involving an accident and we cannot reach you, the school nurse or a school official will seek emergency medical treatment for your child. Always notify the school of any change of address or telephone number.

Descriptor Term	Descriptor Code	Issue Date	Revised
Period Of Silence	JEF	July 1, 2006	June 17, 2013

In accordance with Act 576 of 2013, the Gentry Board of Education directs that each classroom shall observe a one (1) minute period of silence at the beginning of school each school day. During the period of silence, a student may, without interfering with or distracting another student:

1. Reflect;
2. Pray;
3. Engage in a silent activity

A teacher or school employee in charge of a public school classroom shall ensure that all students remain silent and do not interfere with or distract another student during the period of silence.

Descriptor Term	Descriptor Code	Issue Date	Last Revised
Due Process	JFA	July 1, 2006	July 1, 2007

Every student is entitled to due process in every instance of disciplinary action for which the student may be subjected to penalties of suspension or expulsion.

A. Due process is afforded to students in disciplinary cases of some magnitude such as:

1. suspension
2. expulsion
3. statements removed from student's records; and
4. clearing one's reputation.

B. The due process rights of students and parents concerning suspension and expulsion are as follows:

1. Prior to any suspension or expulsion, the school principal or his/her designee, shall advise the pupil in question of the particular misconduct of which he or she is accused, as well as the basis for such accusation.

2. The pupil shall be given an opportunity at that time to explain his/her version of the facts to the school principal or his/her designee.
3. Upon suspension or recommendation of expulsion of a student, the school shall immediately contact the student's parent or legal guardian to notify the parent or legal guardian of the reason(s) for the suspension or expulsion. The school shall also make direct contact with the parent or legal guardian at the primary call number or in person; leaving a voice mail at the primary call number; sending a text message to the primary call number; Email, if the school is unable to make contact through the primary call number; or regular first-class mail, if the school is unable to make contact through the primary call number or email. The school shall keep a notification log of contacts attempted and made to the parent or legal guardian. [Act 159 of 2007]
4. Any parent or legal guardian of a pupil suspended or expelled shall have the right to appeal to the Superintendent of Schools.
5. In accordance with Act 472 of 1995 the Gentry School Board reserves the right to deny admission to any student who has been expelled from another school district during the term of that expulsion.

Descriptor Term
Extracurricular Activities-Secondary Schools

Descriptor Code
JFBA

Issue Date
June 19, 2023

4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

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

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

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

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.¹

“Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.¹

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted)². Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.³ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁴

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

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

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

Interscholastic Activities

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.⁵

ACADEMIC REQUIREMENTS: Junior High

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

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

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

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

Homeless Students

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

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.⁶

Intrascholastic Activities

AAA Governed Activities

Students participating in intrascholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.⁷

Non-AAA Governed Activities

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

School Choice Transfers

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

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

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

NOTES: The standards as outlined above are minimum standards and can be raised locally if desired. If your district does not offer a SIP, delete the references to it in your policy.

AAA standards allow a student to participate in an SIP for a maximum of two consecutive semesters and require the student to improve his/her GPA by at least 10% by the end of the first semester to remain eligible for the second semester. By the end of the second semester, the student must have attained a 2.0 GPA to be eligible for competitive interscholastic activities. Following one or more semesters where the student has attained a 2.0 GPA, this cycle may be repeated.

¹ The definition for **interscholastic** activities is effectively taken from the AAA Handbook and is the origin for the extrapolated definition of **intrascholastic** activities. When it comes to implementing this policy, it may be important/helpful to keep in mind that the Handbook also points out the following: Performance activities such as band, speech, drama, etc. may be viewed as competitive arenas both internally (ratings by individual schools) and externally (comparisons of individual or school ratings with a view toward determining an ultimate winner). Additionally, both inter and intra scholastic activities may be curricular if the activity is required as part of the course.

² While the Standards for Accreditation no longer expressly requires a policy that "shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities", we believe that restrictions on the interruption of instructional time to be a best practice. You could replace "one per week per extracurricular activity" with a specific number of days per semester that could also allow the student to "bank" or accumulate days in anticipation of a major event.

³ This sentence is optional but it would keep the policy from having "zero tolerance" (which we do not support) and give you latitude to accommodate instances beyond the student's control such as a car accident, serious illness, or other acts of God. If you choose to include the sentence, you may change "Superintendent" to "Principal" if that would work better in your district. Be sure to align your decision for this footnote with the decision you have made on the same issue that exists in policies 4.55 and 4.56.1.

⁴ This paragraph is entirely optional. Participation in extracurricular activities is not a right, and districts may legally place conditions on a public school student's eligibility for participation (such as testing compliance), but districts cannot deny a diploma to an otherwise qualified student or deny a student the ability to attend school. If you choose to include the paragraph, the third to the last sentence may be amended to apply to a timeline of your choice.

⁵ This paragraph is not statutorily required, but has been added to align with policy 4.56.2—**EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS** with the belief that such information will benefit all students.

⁶ This also applies to home schooled students and is cleverly accommodated by an adjustment to APSCN reporting outlined in Commissioner's Memo FIN-14-11 or Commissioner's Memo COM-18-009 if the student is also taking courses in accordance with Policy 4.59.

⁷ Districts should be aware that the AAA handbook contains rules prohibiting students who participate on school sponsored teams of the following interscholastic activities from being permitted to participate in practices and competitions for the same sport during the same season of the interscholastic activity:

- a. Football;
- b. Basketball;
- c. Baseball;
- d. Softball; and
- e. Volleyball.

4.55—STUDENT PROMOTION AND RETENTION
4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References: Arkansas Activities Association Handbook
A.C.A. § 6-4-302
A.C.A. § 6-15-2907
A.C.A. § 6-16-151
A.C.A. § 6-18-114
A.C.A. § 6-18-115
A.C.A. § 6-18-227
A.C.A. § 6-18-713
A.C.A. § 6-18-1904
A.C.A. § 6-28-108
Commissioner's Memo COM-18-009
Commissioner's Memo LS-18-015

Date Adopted: June 19, 2023
Last Revised:

STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

"Multiple occupancy room" means an area in a District building that is designed or designated to be used by one (1) or more individuals at the same time and in which one (1) or more individuals may be in various stages of undress in the presence of other individuals, which includes, without limitation, a restroom, locker room, changing room, or shower room.

"Sex" means the physical condition of being male or female based on genetics and physiology, which may be demonstrated by the sex identified on a student's original birth certificate.

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student's sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

- custodial, maintenance, or inspection purposes;
- To render emergency medical assistance;
- To address an ongoing emergency, including without limitation a physical altercation;
- To accommodate individuals protected under the Americans with Disabilities Act; or
- To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

Legal Reference: A.C.A. § 6-21-120
Date Adopted: June 19, 2023
Last Revised:

STUDENT NAME, TITLE, OR PRONOUN

Unless a District employee has the written permission of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student or the student if the student is an emancipated minor or over eighteen (18) years of age, a District employee shall not address a student with a:

1. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
2. Pronoun or title that is inconsistent with the student's biological sex.

A student shall not be subject to discipline for declining to address a person using a:

- a. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
- b. Pronoun or title that is inconsistent with the person's biological sex.

Legal Reference: A.C.A. § 6-1-108

Date Adopted: June 19, 2023

Last Revised:

STUDENT RELIGIOUS EXPRESSION

The Gentry School District Board of Directors does not allow the discrimination against a student based on a student's voluntary religious expression, if any. At the same time, the District shall provide a process to eliminate any actual or perceived sponsorship or attribution to the District of a student's public voluntary expression of a religious viewpoint, if any.

Student Assignments

Student assignments include, but are not limited to:

- Homework;
- Classwork;
- Artwork; and
- Other written or oral assignments.

A student may express the student's religious viewpoint, if any, in the student's assignments without discrimination based on the religious content, if any. A student's assignments shall:

1. Be graded and judged:
 - By ordinary academic standards of substance and relevance; and
 - Against other conventional, pedagogical topics as identified by the District curriculum; and
2. Not be penalized or rewarded based on the religious content, if any, of the student's assignments.

Student Presenters

A student's expression of a religious viewpoint, if any, on an otherwise permissible subject shall not be excluded from a forum, whether oral or in writing, where students are allowed to speak.

The District has the right to restrict student speech that is inappropriate in the school setting by being obscene, vulgar, offensively lewd, or indecent.

Review of written student forums shall be handled in accordance with Policy 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE.

If the forum is a scheduled event with designated student speakers, the building principal shall have an opportunity to review pre-written remarks prior to the student's presentation at the scheduled forum. The principal may require the student to amend the student's remarks to the extent necessary to address any portions that are determined to be

inappropriate. A student’s refusal to amend the remarks that were determined to be inappropriate may be prohibited from participation in the forum. A student who diverts from the approved pre-written remarks during a speech in such a manner that is determined to be inappropriate by the building principal or another present District staff member may be asked to return to the approved remarks. If a student refuses to return to the approved remarks or continues to divert from the approved remarks in a manner that is determined to be inappropriate may be escorted from the forum and disciplined in accordance with the District’s Student Code of Conduct.

If the timing or format of the forum does not provide for pre-written remarks to be reviewed, then the building principal or other District staff shall have the authority to address a student whose remarks are determined to be inappropriate. The building principal or District staff member shall initially ask the student to cease the inappropriate remarks. If the student refuses or makes additional inappropriate remarks after being directed to cease such remarks, Then the building principal or District staff member may escort the student from the forum and the student may be disciplined in accordance with the District’s Student Code of Conduct

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

Information on how to participate in a student forum shall be provided to all students.¹

In addition to the salutatorian and valedictorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District’s graduation ceremony:²

Notes: ¹ Insert the process your district will use to notify students of upcoming forums, such as a student newsletter, posting to bulletin boards, or distribution to student emails.

² Insert the students in addition to the salutatorian and valedictorian that traditionally speak at your graduation ceremony. Be sure to include the process for how those students are designated if it is not due to that student’s position, such as class president. If you have opted not to have salutatorians and valedictorians, you may remove them from this policy.

Cross References: 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE
 5.17—HONOR ROLL AND HONOR GRADUATES

Legal References: A.C.A. § 6-10-138
 A.C.A. § 6-18-101
 A.C.A. § 6-18-1201 et seq.

Date Adopted: June 19, 2023

Last Revised:

Appearance and Dress Code

JFCA

June 19, 2023

**6-16-08, 5-9-11, 5-20-13
 5-14-18, 6-19-23**

STUDENT DRESS AND GROOMING

The Gentry Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are

immodest, disruptive, unsanitary, unsafe, could cause property damage, or are offensive to common standards of decency.

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

A student shall not be disciplined or discriminated against based upon the student's natural, protective, or cultural hairstyle. A student's natural, protective, or cultural hairstyle includes without limitation afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls, and hair styled to protect hair texture or for cultural significance.

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

Legal References: A.C.A. § 6-10-137
 A.C.A. § 6-18-502(c)(1)
 A.C.A. § 6-18-503(c)

Date Adopted: June 19, 2023
Last Revised:

The first consequence of violating the dress code will be for the student to telephone for someone to bring appropriate clothing to school before being admitted into the classroom. Future violations will result in other disciplinary measures as determined by the principal.

Because of the active nature of elementary school, children should wear comfortable clothing and shoes to school students will not wear headgear in the buildings except on special days designated by the principal. Students must wear proper gym shoes during their P.E. classes, and they must be properly laced up.

Specific dress code items not allowed for the Intermediate, Middle and High schools are:

1. Tops with small shoulder straps or that allow the under garment to show. The student will be required to use the width of three fingers across their shoulders at the narrowest part of the strap, Shirts must have two straps; i.e., one on each shoulder
2. Tops that expose/show excessive cleavage/or chest
3. Bare midriff – shirts that show stomach area/waist will not be allowed
4. Clothing with inappropriate lettering, pictures or racial messages-such as drugs, alcohol, gangs, weapons, etc.
5. Shorts and Skirts of inappropriate length- the shorts, skirts, or dresses should touch the fingertips when the arm and fingers are extended completely at one's side, (thumb does not count), Holes in shorts, pants, etc. must also be at or lower than the specified "extended" measurement.
6. Any article of headwear or sunglasses – ex hats, bandannas, caps, including those knitted or crocheted. (Principals may waive this rule as deemed appropriate for the circumstances) (At High School hats/caps may be worn facing forward per teacher discretion.)
7. No Blankets allowed
8. Chains – (Example: wallet or dog style)
9. Gang related fashions
10. Bare feet – must wear shoes at all times
11. Drawings/ Symbols of racial content either on clothes or skin will not be tolerated

Descriptor Term	Descriptor Code	Issue Date	Revised
Student Transportation Regulations	JFCC	July 1, 2006	6-16-08, 6-17-1, 5-21-14 5-14-18, 6-13-19

CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

Students are subject to the same rules of conduct while traveling to and from school as they are while on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate student code of conduct rules.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

Legal References: A.C.A. § 6-19-119 (b), Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.0

Date Adopted: 6.13.2019

The purpose of these student transportation regulations for the Gentry School District is to provide the safest, most efficient transportation possible for students that are transported.

Student transportation is the responsibility of the entire community and requires the cooperation of all students, parents, school personnel, and citizens who drive on the streets in the presence of school buses.

School buses are considered an extension of the school campus and all rules and regulations will apply.

Students and parents are asked to read these regulations carefully. They must be followed if safe, efficient transportation is to be provided for the students of this School District.

A. Meeting the bus

1. Students should be at the bus stop five (5) minutes before the bus normally arrives. Do not arrive earlier than ten (10) minutes before the normal arrival time.
2. Before crossing a street to enter the bus, students must wait until the bus has come to a complete stop and the driver has given directions to cross.
3. Students should respect the property rights of others while waiting for the bus. Don't litter or make unnecessary noise. Don't gather under carports, on porches, or on lawns without permission.
4. Students should stand back at least ten feet from the bus stop and not approach the bus until it has come to a complete stop and the door is opened.
5. Students who miss the bus are not to walk or ride another bus to school. Parents are responsible for making arrangements to transport their children to school if they miss their appropriate bus.

B. Entering and leaving the bus

1. Students should enter and leave the bus quickly and in an orderly manner.
2. Students must not enter or leave the school bus by the back door except in the case of an emergency or unless directed to do so by the bus driver.
3. Students who must cross the street after leaving the bus in the afternoon should go to a point, on the edge of the street, ten feet in front of the bus and wait until the driver has signaled for them to cross.
4. Students who drop any object (book, paper, pencil, etc.) while leaving the bus should not attempt to retrieve the object until the bus leaves the scene and the street is clear of other vehicles.

C. Riding the bus

1. Students must ride only the bus to which they are assigned. If a child is to leave school by any means other than originally designated, written or oral permission from the parent or guardian must be submitted to the office before the child will be allowed to change his/her mode of departure. Visitors are not allowed to ride buses except when prior approval has been given by the principal.
2. Students must not distract the driver's attention or disturb other riders on the bus. This means students must remain reasonably quiet on the bus.
3. Students must remain seated while the bus is in motion or stopped, except as directed by the driver.
4. Students must keep the aisles of the bus open at all times. This means that hands and feet and all personal objects must be kept from the aisles of the bus.

D. Items never allowed on a school bus or at school

1. Knives
2. Firearms or guns (Real or Toy)
3. Sharp objects (such as ice pick, box cutters, razors etc.)
4. Clubs
5. Num chucks, throwing stars, or other martial arts related items
5. Pets or other animals
6. Large Balloons
7. Hard balls (such as baseballs)
8. Fireworks or explosives
9. Matches
10. Cigarette Lighters
11. Toys, playing cards, dice, etc.
12. Glass containers
13. Electronic games or other media devices that do not have a volume control
14. Pepper spray or other noxious spray(s)
15. Any type of aerosol spray

E. Activities not permitted on the bus or at school

1. Eating and drinking
2. Chewing gum
3. Smoking, using e-cigarettes or similar type product, or tobacco of any form
4. Scuffling or fighting
5. Playing radios, tape players, band instruments or any type of music out loud
6. Yelling at anyone on the bus or outside
7. Throwing paper or any other objects on the floor of the bus or outside the window
8. Putting hands, arms, head or any part of the body outside the bus window
9. Tampering with any of the bus safety equipment or devices
10. Defacing any part of the bus

F. Punishment for misconduct

The school bus is considered by the board as an extension of the classroom and, in such, delegates the same authority to the bus driver as is delegated to a classroom teacher. No school bus driver shall be permitted to administer corporal punishment. The school bus driver shall not attempt to correct a child while school bus is in motion.

The school bus driver shall have the authority to temporarily suspend a child for misconduct, after sufficient warning, from riding a bus until such time as a conference can be held with the child, the child's parent(s) or legal guardian(s), and the respective principal.

Students are under the bus driver's supervision and must obey instructions and directions of the driver at all times.

The driver will submit a written report of all violations of the bus rules and regulations to the building principal. The principal may, at his/her discretion, use any of the following methods of dealing with misconduct, depending on the severity of the offense:

- Verbal reprimand;
- Detention
- Corporal punishment;
- Phone call may be made to parent/guardian;
- Conference with parent/guardian;
- Suspension from bus;
- Expulsion from bus;
- Suspension to in-school;
- Out-of-school suspension;
- Expulsion from school.

G. Seating arrangements on the bus

- Elementary students (Grades K-4) will be seated in the front one-third (1/3) of the bus.
- Middle School students (Grades 5-8) will be seated in the middle one-third (1/3) of the bus.
- High School students (Grades 9-12) will be seated in the back one-third (1/3) of the bus.
- The driver will have a seating chart for all regular student riders.

H. GENTRY PUBLIC SCHOOL BUS RIDER AND WALKER RULES

For the protection and safety of your child, we ask that parents adhere to the following guidelines:

1. If your child regularly rides a bus to and from school and you would like for them to do otherwise, we ask that you:
 - Send a note stating what other bus to ride and where they are to go.
 - Send a note if your child is to walk
 - Send a note telling who will pick up your child after school.
2. If your child regularly walks or is a car rider and you would like for them to do otherwise, we ask that you:
 - Send a note stating what bus to ride and where they are to go.
 - Send a note telling who will pick up your child after school.

If we do not hear from you regarding this by written note (or by phone in the event of an emergency) it will be necessary to follow your child's regular schedule.

Your call should be placed **by 2:30 pm** if at all possible. For your child's safety, students will not be removed from the buses after they are loaded.

I. BICYCLES/ROLLER BLADES/SKATEBOARD/STUDENT VEHICLES

Students may use these methods of transportation to and from school. However, the school cannot be responsible for the safety of these items. Students must park their bikes in the racks provided at each campus as soon as they

arrive at school. Roller blades and skateboards must be removed or lifted upon the student's arrival on campus and then stored during the school day.

Students who drive cars to school are expected to exercise good judgment in handling such vehicles. Speeding, unnecessary moving of the car, spinning of tires, or failure to yield right of way to ALL buses may result in the suspension of driving privileges for a period time set by the building principal or his/her designee. Students' cars are to be parked on arrival at school and are not to be used until school is dismissed in the afternoon, unless permission is granted by the administration. Vehicles may be parked on the campus only in areas designated for student parking. Students are not allowed to sit in parked cars before school, at noon, or any time that school is in session. They are also not allowed to carry on prolonged conversations with visitors in cars. Students are expected to observe all school traffic rules as well as all city and state laws concerning traffic. The school assumes no responsibility for damage to vehicles parked at school. Failure to observe traffic rules and regulations will result in denial of driving privileges.

“Heelies” are not allowed on campus.

Descriptor Term	Descriptor Code	Issue Date
Field Trips	JFCCA	July 1, 2006, May 14, 2018

All field trips must be approved by the Principal.

Requests must be submitted in time for transportation to be reserved, parent permission slips to be obtained, etc. Arrangements should be made as soon as possible, but no less than five days in advance. Parent permission slips and emergency procedures form, if the emergency procedures form is not current and on file, shall be sent home at least two days prior to the activity.

When a field trip is scheduled, a permission form which provides the destination, date of trips, and other pertinent information (such as lunch plans or special clothing requirements) will be sent home with students. This form must be signed and returned to the teacher/sponsor, or the student will not be permitted to go on the trip.

All Arkansas Activities Association trips are considered “Activity Trips” One blanket permission slip for Activity Trips only will be sent home for parent/legal guardian approval and will remain valid as presented unless amended by the parent/legal guardian.

Descriptor Term	Descriptor Code	Issue Date	Revised Date
School Newspapers	JFCD	July 1, 2006	June 13, 2019
Unofficial Publications			
STUDENT PUBLICATIONS			

Student Publications

All publications that are supported financially by the school or by use of school facilities or are produced in conjunction with a class shall be considered school-sponsored publications. School publications do not provide a forum for public expression. Such publications, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial control of the District's administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations.

1. Advertising may be accepted for publications that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Publications may be regulated to prohibit writings which are, in the opinion of the appropriate teacher and/or administrator, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
3. Publications may be regulated to refuse to publish material which might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized

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

4. Prohibited publications include:
 1. Those that are obscene as to minors;
 2. Those that are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard of the truth;
 3. Those that constitute an unwarranted invasion of privacy as defined by state law,
 4. Publications that suggest or urge the commission of unlawful acts on the school premises;
 5. Publications which suggest or urge the violation of lawful school regulations;
 6. Hate literature that scurrilously attacks ethnic, religious, or racial groups.

Student Publications on School Web Pages

Student publications that are displayed on school web pages shall follow the same guidelines as listed above; and they shall:

1. Not contain any non-educational advertisements. Additionally, student web publications shall;
2. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of 18.
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

Students must refrain from printing anything that might contain obscene language or libelous statements.

Legal References: A.C.A. § 6-18-1202, 1203, & 1204, Tinker v. Des Moines ISD, 393 U.S. 503 (1969), Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986), Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Date Adopted: 6.13.2019

Descriptor Term	Descriptor Code	Issue Date	Revised Date:
Distribution Of Literature	JFCDA	July 1, 2006	June 13, 2019
THE DISTRIBUTION OF LITERATURE			

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

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

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

The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;

2. Be uniformly applied to all forms of non-school materials
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur; and
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations

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

In the matter of petitions, all petitions shall be free of obscenities, libelous statements, and personal attack, and shall be within the bounds of reasonable conduct. Students signing such petitions shall be free from recrimination or retribution from members of the staff and administration.

No petitions or soliciting of or by students or school employees will be undertaken without the express consent of the principal after he/she has determined the above criteria have been met.

Legal References: A.C.A. § 6-18-1202, 1203, & 1204, *Tinker v. Des Moines ISD*, 393 U.S. 503 (1969), *Bethel School District No. 403 v. Fraser*, 478 U.S. 675 (1986), *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988)

Date Adopted: 6.13.2019

Descriptor Term School Organizations	Descriptor Code JFCE	Issue Date July 1, 2006
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- A. Gentry School students have the right to join school organizations.
- B. School organizations shall not be restricted for membership on the basis of race, national origin, or other arbitrary reasons. They may be restricted to membership on the basis of sex if the organization is entitled to Title IX exemption under the Bayh Amendment.
- C. School fraternities and secret societies are banned in Arkansas Public Schools. (Act 171 of 1929)

Descriptor Term Search and Seizure SEARCH, SEIZURE, AND INTERROGATIONS	Descriptor Code JFG	Issue Date July 1, 2006	Revised Date June 13, 2019
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The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the District in order to promote an environment conducive to student learning. The Superintendent, principals, and their designees have the right to inspect and search school property and equipment. They may also search students and their personal property in which the student has a reasonable expectation of privacy, when there is reasonable and individualized suspicion to believe such student or property contains illegal items or other items in violation of Board policy or dangerous to the school community. School authorities may seize evidence found in the search and disciplinary action may be taken. Evidence found which appears to be in violation of the law shall be reported to the appropriate authority.

School property shall include, but not be limited to, lockers, desks, and parking lots, as well as personal effects left there by students. When possible, prior notice will be given and the student will be allowed to be present along with an adult witness; however, searches may be done at any time with or without notice or the student's consent. A personal search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

The Superintendent, principals, and their designees may request the assistance of law enforcement officials to help conduct searches. Such searches may include the use of specially trained dogs.

A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.

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

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal’s designee shall make a good faith effort to contact the student’s parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis on student enrollment forms. 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.

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

Date Adopted: 6.13.2019

Descriptor Term	Descriptor Code	Issue Date
Student Discipline	JGA	June 13, 2019
STUDENT DISCIPLINE		

The Gentry Board of Education has a responsibility to protect the health, safety, and welfare of the District’s students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school sponsored function, activity, or event; going to and from school or a school activity.

The District’s licensed personnel policy committee shall review the student discipline policies annually and may recommend changes in the policies to the Gentry School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

The District’s student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student’s parent or legal guardian shall sign and return to the school an acknowledgement form documenting that they have received the policies.

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

Legal References: A.C.A. § 6-18-502, A.C.A. § 6-17-113

Date Adopted: 6.13.2019

Descriptor Term	Descriptor Code	Issue Date	Revised Date
Corporal Punishment	JGA	July 1, 2006	June 13, 2019

CORPORAL PUNISHMENT

The Gentry School Board prohibits the use of corporal punishment by any employee of the District against any student.

Legal Reference: A.C.A. § 6-18-505 (c) (1)

Date Adopted: 6.13.2019

DISRUPTION OF SCHOOL

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

Disorderly activities by any student or group of students that adversely affect the school’s orderly educational environment shall not be tolerated at any time on school grounds. Teachers may remove from class and send to the principal or principal’s designee office a student whose behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher’s ability to teach the students, the class, or with the ability of the student’s classmates to learn. Students who refuse to leave the classroom voluntarily will be escorted from the classroom by the school administration.

Legal References: A.C.A. § 6-18-511, DESE Rules Governing Student Discipline and School Safety

Date Adopted: 6-13-2019

Last Revised:

Descriptor Term	Descriptor Code	Issue Date	Revised Date
Suspension Procedures	JGD	July 1, 2006	June 13, 2019

SUSPENSION FROM SCHOOL

Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the

educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs:

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

A student may be suspended for behavior including, but not limited to, that:

1. Is in violation of school policies, rules, or regulations;
2. Substantially interferes with the safe and orderly educational environment;
3. School administrators believe will result in the substantial interference with the safe and orderly educational environment; and/or
4. Is insubordinate, incorrigible, violent, or involves moral turpitude.

Out-of-school suspension (OSS) shall not be used to discipline a student in kindergarten through fifth (5th) grade unless the student's behavior:

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

OSS shall not be used to discipline a student for skipping class, excessive absences, or other forms of truancy.

The school principal or designee shall proceed as follows in deciding whether or not to suspend a student:

1. The student shall be given written notice or advised orally of the charges against him/her;
2. If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and be allowed to present his/her version of the facts; and
3. If the principal finds the student guilty of the misconduct, he/she may be suspended.

When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent(s), legal guardian(s), or to the student if age eighteen (18) or older prior to the suspension. Such notice shall be handed to the parent(s), legal guardian(s), or to the student if age eighteen (18) or older or mailed to the last address reflected in the records of the school district.

Generally, notice and hearing should precede the student's removal from school, but if prior notice and hearing are not feasible, as where the student's presence endangers persons or property or threatens disruption of the academic process, thus justifying immediate removal from school, the necessary notice and hearing should follow as soon as practicable.

It is the 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:

1. A primary call number; the contact may be by voice, voice mail, or text message.
2. An email address
3. A regular first-class letter to the last known mailing address.

A copy will be sent to the superintendent. The district shall keep a log of contacts attempted and made to the parent or legal guardian.

During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference.

During the period of their suspension, students serving in-school suspension shall not attend or participate in any school-sponsored activities during the imposed suspension.

Suspensions initiated by the principal or his/her designee may be appealed to the Superintendent, but not to the Board.

Suspensions initiated by the Superintendent may be appealed to the Board.

Cross Reference: ABSENCES

Legal References: A.C.A. § 6-18-507, *Goss v Lopez*, 419 U.S. 565 (1975)

Date Adopted: 6.13.2019

If a student has been assigned OSS, daily classroom assignments occurring during the suspension must be completed to receive credit. A suspended student will be able to make up for credit tests, long-term projects, or other classwork, which measures or spans a period of time greater than the suspension. Such tests or assignments will be due to be completed on the student's first day back to school unless other arrangements are agreed upon by the respective teacher(s) and principal of the student.

Students in ISS may make-up all assignments.

It is the Board's intent that the length of out-of-school suspensions be no longer than necessary to stop the disruption of the educational process. However, such intent is not to supersede any specific length of suspension set elsewhere by Board Policy.

The Board directs that any student who is suspended out-of-school may be assigned to in-school suspension upon returning and complete all assigned work before returning to the regular classroom setting. However, the total combined length for out-of-school and in-school suspension shall not exceed ten (10) days for any single infraction.

The following procedures apply to out-of-school student suspensions:

A. The suspended student may not remain in the school, unless suspended to in-school suspension, during the time an appeal is being made to the superintendent.

B. A suspended student will be readmitted to class after being suspended for ten (10) school days including the day upon which the suspension was initially imposed, even if the appeal process has not been completed unless the parent-principal-student conference has not been held by the parent's choice.

C. Assignment of students to ISS by school district administration is not subject to appeal or review to the Gentry School Board.

D. As is provided by A.C.A. 6-18-508, the Gentry Public Schools Alternative Learning Environment (ALE) may be provided by a consortium of local school districts. Assignment of students to the ALE is not subject to appeal or review to the Gentry School District Board.

Descriptor Term	Descriptor Code	Issue Date	Revised Date
EXPULSION PROCEDURES	JGE	July 1, 2006	June 13, 2019, June 19, 2023

EXPULSION

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

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

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

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

The Superintendent or his/her designee shall give written notice to the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis (mailed to the address reflected on the District's records) that he/she will recommend to the Board of Education that the student be expelled for the specified length of time and state the reasons for the recommendation to expel. The notice shall give the date, hour, and place where the Board of Education will consider and dispose of the recommendation.

The hearing shall be conducted not later than ten (10) school days¹ following the date of the notice, except that representatives of the Board and student may agree in writing to a date not conforming to this limitation.

The President of the Board, Board attorney, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. Both the district administration and School Board also may be represented by legal counsel. The hearing shall be conducted in open session of the Board unless the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, or student if age eighteen (18) or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

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

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property.² The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

Notes: To satisfy a student's due process rights, make sure that all the IDEA requirements are met for students receiving special education services.

¹ The ten (10) school days are on a traditional school calendar. If your district uses a 4x4 block schedule, the number of days of suspension will need to be modified accordingly.

² The current law governing parental responsibility is A.C.A. § 5-27-210

Cross Reference: Policy 4.22—WEAPONS AND DANGEROUS INSTRUMENTS

Legal References: A.C.A. § 6-18-502
A.C.A. § 6-18-507
DESE Rules Governing Student Discipline and School Safety

Date Adopted: June 19, 2023

Last Revised:

Procedure:

- A. The principal of a school may recommend that a student be expelled from school. A written recommendation to the superintendent shall include a statement of the charge against the student.
- B. If the superintendent concurs with the recommendation, he/she shall schedule a hearing before the School Board.
- C. The superintendent or designee shall give written notice, mailed within ten (10) calendar days from the alleged incident that caused the expulsion recommendation, to the parent if the student is a minor or to the student if he/she is an adult.
- D. The student shall be entitled to be represented by counsel.
- E. Both student and school may present witnesses.
- F. The School Board may decide the issue and will present its findings in writing to the parent/student within ten (10) days.

Descriptor Term	Descriptor Code	Issue Date	Revised:
Reason For Suspension or Expulsion	JGEA	July 1, 2006	May 17, 2013, May 14, 2018 June 13, 2019

PROHIBITED CONDUCT

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

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

14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, “throwing signs” or other gestures associated with gangs are prohibited;
21. Sexual harassment;
22. Bullying;
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual’s personal property.
25. Disruption and Interference with School including:
 - Blocking the doorway or corridor
 - Preventing students from attending a class or school activity
 - Blocking normal pedestrian or vehicular traffic
 - Using violence, force, noise, coercion, threat, intimidation, harassment, fear, passive resistance or any other conduct intentionally to cause a disruption
 - Encouraging other students to violate any rule or School Board Policy.
26. Possession or use fireworks or incendiary devices
27. Insult, abuse, or assault of school staff:
 - A mandatory out-of-school suspension of ten days will be the consequence for any student who makes a written threat, oral threat, threatening gesture(s), or any other implied threat to any staff member of Gentry Public Schools.
 - A mandatory out-of-school suspension of ten days and a mandatory recommendation of expulsion made to the superintendent will be the consequence for any student who makes physical contact with any staff member of Gentry Public Schools if such contact is in conjunction with a stated, implied, or intentional physical threat.
28. Possession of contraband materials while on school property or at school-sponsored events.
29. Fighting
30. Forgery (notes, checks, homework, book cards, etc.)
31. Repetitious violation of school policy
32. Behavior Not Covered Above: The school district reserves the right to punish behavior which is not conducive to good order and discipline in the schools, even though such behavior is not specified in the preceding written causes for suspension or expulsion.

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

Legal References: A.C.A. § 6-5-201, A.C.A. § 6-15-1005, A.C.A. § 6-18-222, A.C.A. § 6-18-502, A.C.A. § 6-18-506, A.C.A. § 6-18-514, A.C.A. § 6-18-707, A.C.A. § 6-21-609, A.C.A. § 27-51-1602, A.C.A. § 27-51-1603, A.C.A. § 27-51-1609

Date Adopted: 6.13.2019

Descriptor Term	Descriptor Code	Issue Date	Revised
Disciplinary Measures	JGEB	July 1, 2006	11-16-10, 5-20-13, 6-17-13 6-23-14, 6-22-2015, 6-13-19

The following list summarizes different methods used to correct misbehavior. The list begins with consequences for minor infractions and continues toward major infractions. If a major infraction does occur, the higher-level consequence will be considered. The list is as follows:

- A. Assertive Discipline consequences given in classroom by teacher;
- B. Verbal reprimand from principal;
- C. Telephone call made to the parent/guardian by teacher or principal;
- D. Detention Hall;
- E. Conference with parents, teacher, and principal;
- F. Student placed on an in-school suspension;
- G. Student placed on out-of-school suspension;
- H. Student referred to professional services outside the school;
- I. Expulsion.

The Board recognizes that the above list of consequences is not exhaustive in scope or sequence. In such, the Board recognizes the authority of the principal to use discretion and professional judgment in assigning consequences not included in the above list. However, no such action shall conflict with local, state, or federal code or with generally accepted educational practice.

The Board mandates that consequences shall not place any student in a position where s/he is exposed to potential health or safety hazards or to consequences designed to humiliate the student.

Examples of forbidden consequences or practices:

- the cleaning of school restrooms, shower facilities, or vomitus
- being placed outside the classroom unsupervised
- being required to do push-ups

Consequences by Campus

HIGH SCHOOL and MIDDLE SCHOOL General Discipline Consequences

1. **Public Display of Affection.** Inappropriate contact (kissing, inappropriate touching, etc...) Students will receive a warning for the first violation and then depending upon the severity of any further violation will receive either noon detention, ISS or OSS.
2. **Insubordination.** Willful disobedience and misconduct in class or on campus.
 - 1st offense – warning or up to five (5) days of detention or one (1) day of ISS, depending upon the nature.
 - 2nd offense – three (3) days of ISS.
 - 3rd offense – five (5) days of ISS.
 - 4th offense – OSS up to ten (10) days with three (3) days being the minimum.
3. **School Conduct.** Running in the halls is prohibited unless in PE or at recess. Scuffling, pushing and shoving (horseplay) are definitely forbidden. This also includes any other unnecessary actions.
 - 1st offense – warning or up to five (5) days of detention.
 - 2nd offense – three (3) days of ISS.
 - 3rd offense – five (5) days of ISS.
 - 4th offense – OSS up to ten (10) days with three (3) days being the minimum.
4. **Disorderly Conduct.** Verbal abuse or verbal assault another student or inciting other students to fight.
 - 1st offense – warning or up to five (5) days of detention
 - 2nd offense – three (3) days of ISS.
 - 3rd offense – three (3) days of OSS.
 - 4th offense – five (5) days of OSS.
 - 5th offense – ten (10) days of OSS with a recommendation for expulsion being made to the Superintendent.
5. **Tobacco.** Use or possession of tobacco in any form will not be permitted. This includes e-Cigarettes/vapes and similar type products. This rule applies to school grounds, school buses, or at school-sponsored activities.
 - 1st offense – three (3) days ISS, Complete student/parent intervention plan #1, parent meeting with principal.
 - 2nd offense – five (5) days ISS, complete student/parent intervention plan #2, parent meeting with principal.
 - 3rd offense – five (5) days OSS, parent meeting with principal.
 - 4th offense – ten (10) days OSS with a recommendation for expulsion being made to the Superintendent.
6. **Fighting.** Any student who physically strikes another student with the intent to do bodily harm. Since it is hard to determine who started the fight, both parties will receive the punishment.
 - 1st offense – three (3) days of OSS.
 - 2nd offense – five (5) days of OSS.
 - 3rd offense – ten (10) days OSS with the recommendation for expulsion being made to the Superintendent.

NOTE: STUDENTS WHO ENGAGE IN FIGHTING DURING AN ASSEMBLY WILL AUTOMATICALLY RECEIVE 5 DAYS OF OSS, DUE TO THE SERIOUSNESS OF WHERE THE FIGHT IS OCCURRING.
7. **Profanity and Obscene Gestures.** In the event that a student uses vulgar, obscene, profane, insinuating, suggestive, insulting language or gestures in the hearing or sight of a school employee, the following punishment will be carried out.
 - 1st offense - 1st offense - 1 day noon detention
 - 2nd offense - 2nd offense - 3 days noon detention
 - 3rd offense – 3rd offense - 1 day of ISS
 - 4th offense – 4th offense - 3 days of ISS
8. **Pornographic or Inappropriate Material.** In the event that a student brings or is caught with any material that is of a pornographic or inappropriate nature, the following punishments be administered: Parents/guardians need to be contacted
 - 1st offense – three (3) days of ISS.

2nd offense – three (3) days of OSS.

3rd offense - five (5) days of OSS.

4th offense - ten (10) days of OSS with a recommendation for expulsion being made to the Superintendent.

9. **Electronic Communication Devices.** Any students who are found using a cell phone pager or any other electronic communication device in violation of Policy JV will receive the following punishments:

1st offense - 1 day of noon detention

2nd offense - 3 days noon detention and student can pick up phone at the end of the day

3rd offense - 1 day of ISS and parents called

4th offense -3 days of ISS

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

Legal References: A.C.A. § 6-18-512, A.C.A. § 5-60-122 Date Adopted: 6.13.2019

11. **Cheating.** If a student is caught cheating in a class, he/she will lose credit for his/her work and receive one day noon detention. A student caught cheating for the second time in the same class will result in 3 days ISS and a parent/teacher/administrator conference to discuss a plan to ensure correction. Cheating/plagiarism on a major project assessment will automatically be considered a second offense.

12. **Criminal Acts** - Reasons for suspension or expulsion. The commission of or participation in criminal acts in school buildings, on school property, or at school-sponsored events by students is prohibited by school regulation. Disciplinary action will be taken by school authorities against students involved in criminal acts regardless of whether or not criminal charges result. The follow activities are among those defined as criminal under the Laws of the State of Arkansas: however, criminal activities considered under this regulation are not limited to this list.

13. **Abnormal or Irrational Behavior:** Any student whose actions are abnormal or irrational shall be suspended from school by the principal or designee.

14. **Arson:** The intentional setting of fire.

15. **Student Assault and Battery:** A student shall not threaten, physically abuse, or attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor). Any gestures, vulgar, abusive or insulting language, taunting, threatening, harassing, or intimidating remarks by a student toward another person that threatens their well-being is strictly forbidden. This includes, but is not limited to, fighting, racial, ethnic, religious, or sexual slurs.

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common understanding, is calculated to: a) cause a breach of the peace; b) materially and substantially interfere with the operation of the school; c) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation. Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

Legal Reference: A.C.A. § 6-17-106 (a) Date Adopted: 6.13.2019

16. **Burglary and Larceny (Theft):** Stealing of school or personal property.

17. **Extortion, Blackmail or Coercion:** Obtaining money or property by violence or threat of force

18. Possession of a Firearm or Weapon: No student shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon while in school, on or about school property, before or after school, in attendance at school or any school sponsored activity, on route to or from school or any school sponsored activity, off the school grounds at any school bus stop, or at any school sponsored activity or event. Military personnel, such as ROTC cadets, acting in the course of their official duties are exempted.

A weapon is defined as any firearm; knife; razor; ice pick; dirk; box cutter; nunchucks; pepper spray, mace, or other noxious spray; explosive; Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or any other instrument or substance capable of causing bodily harm. For the purposes of this policy, "firearm" means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.

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

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of not less than one year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

Cross Reference: Policy EXPULSION

Legal References: A.C.A. § 6-18-502 (c) (2)(A)(B), A.C.A. § 6-18-507 (e) (1)(2), A.C.A. § 6-21-608, A.C.A. § 5-4-201

A.C.A. § 5-4-401, A.C.A. § 5-27-210, A.C.A. § 5-73-119(b)(e)(8)(9)(10), A.C.A. § 5-73-133, 20 USC § 7151

Date Adopted: 6.13.2019

19. Malicious Mischief: Willful destruction of property.

20. Robbery: Taking property from an individual by force or threat of force.

21. Sale, Use, or Possession of Alcoholic Beverages, Illegal, or other Controlled Substances:

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

Therefore, no student in the Gentry School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy. This policy applies to any student who: is on or about school property; is in attendance at school or any school sponsored activity; has left the school campus for any reason and returns to the campus; or is on route to or from school or any school sponsored activity.

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

Selling, distributing, or attempting to sell or distribute, or using over-the-counter or prescription drugs not in accordance with the recommended dosage is prohibited.

Consequences:

A student who possesses, sells, attempts to sell, distribute, or give to any person any prohibited substance as defined in policy (JGEB and Section 13I) and /or drug paraphernalia will be reported to legal authorities and will be suspended 10 with recommended for expulsion.

- 22. Prescription Drugs:** Prescription drugs must be checked in with and distributed by the school nurse. If not, students who are found with their own or other person's prescription medication are in violation of the high school drug policy and face the same consequences as in #21 above for sale, use or possession of alcoholic beverages, illegal or other controlled substances.
- 23. Disturbing the Peace: Insult, abuse, or assault to school staff.**
 - a. A mandatory Out-of-School Suspension of ten days will be the consequence for any student who makes a written threat, oral threat, threatening gesture(s), or any other implied threat to any staff member of Gentry Public Schools.
 - b. A mandatory Out-of-School Suspension of ten days and a mandatory recommendation of expulsion made to the superintendent will be the consequence for any student who makes personal contact with any staff member of Gentry Public Schools if such contact is in conjunction with a stated, implied, or intentional physical threat.
 - c. Any student who insults or uses profanity toward a staff member will receive a minimum of three (3) days out-of-school suspension.
- 24. Vandalism:** The willful destruction of school property will result in a minimum of three days out-of-school suspension from school. In addition, the student will pay the cost of destruction and face possible prosecution. A student's second offense will result in a minimum of five days suspension from school, payment of damages, and prosecution. A third offense will result in a ten (10) day out-of-school suspension and a recommendation for expulsion.
- 25. Fireworks.** Any students who are found with or activates anything that falls into this category will be suspended from school for a period of 3 days up to 10 days with the possibility of a recommendation for expulsion to the Superintendent.
- 26. Sexual Behavior.** Any student who is found to have been or is engaged in acts of a sexual nature while on school property or at school sponsored activities will be suspended from school for a period of 10 days and a recommendation for expulsion made to the Superintendent.
- 27. "Sexting".** Sexting is defined by the online Meriam-Webster Dictionary as "the sending of sexually explicit messages or images by cell phone". Students displaying such messages or images shall be required to have a

mandatory parent-principal-student conference. Continued violations may result in ISS, OSS, or a recommendation of expulsion.

28. Hazing. Hazing in any form is forbidden. Hazing is generally defined as the imposition by one or more students, on another student or students strenuous, often humiliating, sometimes dangerous, tasks as part of a program of initiation. A student found guilty of hazing shall be expelled from the school. (Act 1264 of 2015 Regular Session)

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

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

"Sexual harassment" means conduct that is:

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

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

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

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

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

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

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will provide assistance on the complaint process. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment.

Complaints will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to: individuals who are responsible for handling the District's investigation to the extent necessary to complete a thorough investigation; the extent necessary to submit a report to the child maltreatment hotline; the Professional Licensure Standards Board for complaints alleging sexual harassment by an employee towards a student; or the extent necessary to provide the individual accused in the complaint due process during the investigation and disciplinary processes. Individuals who file a complaint have the right to request that the individual accused of sexual harassment not be informed of the name of the accuser; however, individuals should be aware that making such a request may substantially limit the District's ability to investigate the complaint and may make it impossible for the District to discipline the accused.

Students, or the parents/legal guardians/ other responsible adult of a student, who file a complaint of sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats, intimidation, coercion, or discrimination. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

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

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

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

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

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

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

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

Date Adopted: 6.13.2019

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

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

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

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

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

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

Legal References: A.C.A. § 6-15-1005(b)(2) Date Adopted: 6.13.2019

Note: Students will not be allowed to participate in or attend any extra-curricular activity on a day of O.S.S., or I.S.S. O.S.S. or I.S.S. will not be adjusted to allow students to attend extra-curricular activities.

General Expectations/Rules

A. Rules for In-School Suspension

An In-School Suspension Classroom (ISS) has been established in an effort to allow students who choose to violate school rules to remain in the school setting. Students who refuse to attend ISS will be suspended from school. Students who are assigned to ISS may not attend school-related activities. Upon admittance to ISS, students will copy the ISS rules. The rules are listed below:

1. Students will report to the ISS room upon arrival to school. The student will be dismissed with permission for breakfast, getting their materials and released to ISS from the assigned room.
2. Students are dismissed from the ISS room at the end of the school day.
3. Students must dress in accordance with the school dress code.
4. Students are responsible for bringing ALL necessary materials (books, paper, pencils, et.) to the ISS room.
5. Make-up work will be accepted for any student who has attended ISS.
6. Students will immediately and courteously obey the directions of the ISS supervisor or other school employee.
7. Students are not allowed to sleep at any time during their assignment to the ISS room.
8. The ISS supervisor may assign extra days or other negative consequences for inappropriate behavior.
9. Restroom breaks will be scheduled during the day, as needed.
10. A lunch break is scheduled around 11:40 a.m. each day. Students may also bring their lunch.
11. Students will not be allowed to eat candy or drink sodas in ISS.
12. Students who are disrespectful, uncooperative, or who miss two consecutive days of ISS without parent contact may be suspended from school.
13. Students are to complete ALL classroom assignments before they leave ISS and return to the regular classroom.
14. All of the ISS rules will be copied on the first day of your ISS assignment.
15. Computer use will be limited for schoolwork only.

B. Classroom expectations are listed below:

1. Be in class on time.
2. Refrain from swearing, rude gestures, or put-downs.
3. Keep your hands, feet, and other objects to yourself.
4. Participate in assigned activities.
5. Follow all directions of the teacher.

Students who choose to engage in severe behaviors such as fighting, destroying school property, threatening a teacher or another student, or other behavior considered severe by the district handbook will be immediately referred to the principal. Rules and consequences for some areas other than the classroom are listed below:

C. Assemblies

1. Enter the assembly in a quiet, orderly manner.
2. Remain with your group throughout the program.
3. Immediately come to order when the speaker begins to address the group.
4. Follow the directions of the teachers.

D. Restrooms

1. Use the restroom facilities in a quiet and orderly manner.
2. Keep your hands, feet, and other objects to yourself.
3. Observe guidelines for cleanliness and health.
4. Refrain from vandalism such as writing on the walls or misuse of the facilities.

E. Citizenship/Sportsmanship Expectations

All students are expected to conduct themselves in a manner that will reflect well on the individual, as well as of the school, and not infringe upon the rights of others.

Some suggestions for good citizenship offered by GMS students are:

1. follow all school rules and procedures
2. volunteer for school activities
3. consistently work to your best ability
4. be kind and considerate to others
5. demonstrate good sportsmanship

F. Cafeteria Rules:

1. Follow the directions of the teachers
2. Use an appropriate tone of voice
3. Leave the tables neat and clean, discarding food, eating utensils, and trash in the appropriate containers
4. Keep hands, feet, food, and other objects to yourself
5. When the duty teacher dismisses you, report to the gym and/or the campus

G. Library/Media Center Rules

1. The same rules and consequences for classroom conduct will apply in the Library/Media Center. Students may obtain permission to visit the library from their classroom teachers.
2. Items from the Library/Media Center should be returned on time. Fines for overdue and/or damaged books must be paid before records, including grades, will be released to parents.

H. Campus/Playground Rules

1. Follow the directions of the teacher
2. Stay within designated areas

3. Discard refuse appropriately
4. Keep hands, feet, and other objects to self
5. Enter the building in an orderly fashion when the signal is given

I. Hall/Sidewalk Rules

1. Walk quietly on the right side of the hallways and sidewalks.
2. Keep your hands, feet, and other objects to yourself.
3. Hall traffic is permitted only between class periods or with special permission from the staff to be noted with a hall pass.
4. Sidewalk traffic is permitted before and after school hours and between classes that meet at Gentry High School. While passing, students must remain outside the faculty parking areas. Any student who chooses to pass through the faculty parking area will earn a minimum of two days of after-school detention. Students who damage vehicles will be responsible for any necessary repairs and may earn up to a maximum of a ten-day suspension from school, dependent upon the severity of damage.
5. Keep the hallways and sidewalks free of litter.

J. Bullying Behavior

BULLYING

Definitions

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

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

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

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

1. Cyberbullying.
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as “fronting” or “chesting” a person,
6. Demeaning humor relating to a student's actual or perceived attributes,
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,
11. Threats of harm to student(s), possessions, or others,
12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or

13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not
14. conforming to expected gender roles or conduct or is homosexual, regardless of whether the student
15. self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

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

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
 - Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.
- a. Cyberbullying of School Employees includes, but is not limited to:
 - b. Building a fake profile or website of the employee;
 - c. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee
 - d. Posting an original or edited image of the school employee on the Internet;
 - e. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee
 - f. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee
 - g. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network
 - h. Signing up a school employee for a pornographic Internet site; or
 - i. Without authorization of the school employee, signing up a school employee for electronic mailing lists to
 - j. receive junk electronic messages and instant messages.

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

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

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

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

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and

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

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

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

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

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

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

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and

school bus.² Parents, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

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

Copies of this policy shall be available upon request.

Notes: Different consequences are permitted depending on the age or grade of the bullying student.

Legal References: A.C.A. § 5-71-217, A.C.A. § 6-18-514 DESE Rules Governing Student Discipline and School Safety

Date Adopted: 6.13.19

Last Revised: 8-17-20

INTERMEDIATE AND PRIMARY SCHOOL General Discipline Consequences

The Gentry Intermediate and Primary School Discipline Plans provide a discipline framework for use in the classrooms and other areas of the elementary campus. At the beginning of the year, each teacher will develop a set of rules that will govern behavior in her/his classroom. In addition, a set of consequences will be developed as well as a plan for providing positive reinforcement to reward acceptable behavior. Students will be informed of these aspects of the plan at the beginning of each year. Once the classes have implemented their plan, each teacher will inform the parents about the plan and ask for a parent signature to verify that the parent has read and understands the rules, consequences and rewards system.

The discipline plan also contains a severe clause for severely disruptive behavior. Such behavior may include but is not limited to fighting, use of profanity, and possession of a weapon, possession of drugs or tobacco, e-cigarettes or similar type product, or flagrant disrespect shown toward a member of the school staff.

Acceptable corrective measures may include, but are not limited to the following:

1. Teacher-student conference
2. Taking away privileges or preferred activities
3. Referral to building principal
4. Clean-up duty
5. Parent-school conferences
6. Referral to other school personnel such as the counselor
7. Time-out or In-school-suspension
8. Corporal punishment - following established district guidelines
9. Out-of-school suspension
10. Expulsion

In an effort to provide a safe, orderly environment for our students, the same rules and consequences for classroom conduct will apply in the cafeteria, the playground, assemblies, library, and transition areas (sidewalks). In an effort to provide rules for school wide implementation students should:

1. Follow directions the first time
2. Keep hands, feet, and objects to yourself
3. Walk quietly in line
4. Practice good character

Behavior not covered in the aforementioned guidelines: The school reserves the right to punish behavior which is not conducive to good order and discipline in the schools, even though such behavior is not specified in the preceding written causes for suspension or expulsion.

Descriptor Term	Descriptor Code	Issue Date
Discipline Of Special Students	JGEC	July 1, 2006, May 19, 2014

The Board of Education recognizes that there are some students attending the Gentry School District who have observable and/or diagnosed handicapping conditions that require special considerations that are not necessary for non-handicapped students. Discipline of special education students shall be governed by applicable state and federal statutes and regulations and provisions of the students' Individual Education Plan (IEP)

Descriptor Term	Descriptor Code	Issue Date
Discipline Related Definitions	JGED	July 1, 2006

1. **Out-of-School Suspension (O.S.S.):** Prohibition of a student from entering the school or any school functions (except for a prearranged conference with an administrator) for a period of time set by the building principal or his/her designee. [See section on make-up work].
2. **Expulsion:** Prohibition of a student from entering the school or any school functions (except for a prearranged conference with an administrator) until the end of the semester, the end of the current school year or for a period of one full year depending upon the severity of the offense, with loss of credit. This will be determined by the School Board.
3. **In - School Suspension:** A method of allowing a student to attend school but be isolated from other students and teachers while receiving credit for their classes.
4. **Reasonable Force:** The minimum amount of force necessary to stop or restrain a student from conducting himself/herself in an inappropriate manner or in a manner which could cause physical injury to an individual.
5. **Parent:** The term parent will include every parent, guardian or person in a parental relationship having control or charge of any student in attendance in the schools of this district.
6. **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.
7. **Probation:** School personnel may suspend punishment for a rule violation and notify the parents and the student in writing at the parent conference that the student must obey the rules for the remainder of the year or face a penalty of recommendation for expulsion.
8. **Bullying:** Willful, conscious desire to hurt, threaten, upset or frighten anyone. Repeated hurtful behaviors committed by one or more students against another student that is not provoked by the victims but an imbalance of power between the bully and the victim.
9. **Truancy** defined as the following: not attending school after leaving home to do so, leaving school without permission of the office, not attending a class the student is enrolled in without a legitimate pass to do so, and leaving class without permission.

Descriptor Term	Descriptor Code	Issue Date
Physical Exams for Students	JHCA	July 1, 2006, May 20, 2013

Participating In Extra-Curricular Activities Sanctioned by Arkansas Activities Association

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

Rationale - The coaches and school administration must be assured that the athletes are physically fit prior to beginning practice as well as competition.

The intent of this policy is to provide for the physical well-being of students who choose to participate in extra-curricular activities provided by the Gentry School District and sanctioned by the Arkansas Activities Association.

Such extra-curricular activities shall include but not be limited to football, basketball, track, golf, softball, baseball, cheerleading, and band.

No student will be allowed to begin actual practice without a physical exam and a clearance from a physician licensed to practice medicine in Arkansas.

It will be the responsibility of the student's parent(s) or guardian(s) to secure, at the parent(s)' or guardian(s)' expense, such an exam from a physician licensed to practice medicine in Arkansas.

Physical exams are considered valid for one calendar year from the date of the exam and must be renewed annually for all athletes in grades 7 – 12, before participation can be permitted.

The standard physical examination forms will be provided by the school and are also available on the school website. The forms used will be the suggested forms provided by the Arkansas Activities Association (AAA), also available on their website: <http://www.ahsaa.org/news/734>

The Pre-participation Physical Evaluation HISTORY FORM and the Pre-participation Physical Evaluation EXAM FORM are recommended for use by the AAA for all “well” athletes.

The Pre-participation Physical Evaluation THE ATHLETE WITH SPECIAL NEEDS: SUPPLEMENTAL HISTORY FORM shall be used for athletes with special needs.

The Pre-participation Physical Evaluation CLEARANCE FORM is recommended for use by any athlete who is returning from injury/restrictions.

All forms will be signed by the physician licensed to practice medicine in Arkansas who performed the examination.

Descriptor Term	Descriptor Code	Issue Date	Revised
Medication Policy	JHCD	June 19, 2023	2013

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

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

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

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

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

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.¹

Schedule II Medications²

Option 1: The only Schedule II medications that shall be allowed to be brought to the school are methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse).

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy.³ Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.⁴

Option 2: Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence³ shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes **only** to the extent the student's doctor has specifically authorized such attendance and participation.⁵ A doctor's prescription for a student's Schedule II medication is **not** an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall **not** be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.⁴

Self-Administration of Medication

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

1. Self-administer either a rescue inhaler or auto-injectable epinephrine;
2. Perform his/her own blood glucose checks;
3. Administer insulin through the insulin delivery system the student uses;
4. Treat the student's own hypoglycemia and hyperglycemia; or
5. Possess on his or her person:
 - a. A rescue inhaler or auto-injectable epinephrine; or
 - b. the necessary supplies and equipment to perform his/her own diabetes monitoring and treatment functions.

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

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

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

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

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

A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or combination does not require the student to have such on the student's person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or any combination on the student's person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

Emergency Administration of Glucagon and Insulin

Students may be administered Glucagon, insulin, or both in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. An IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. A current, valid consent form on file from their parent or guardian.

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

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

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

Emergency Administration of Epinephrine

The school nurse or other school employees designated by the school nurse as a care provider who have been trained⁶ and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP that provides for the administration of an epinephrine auto-injector in emergency situations.

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

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

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained⁶ and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

Emergency Administration of Albuterol

The school nurse or other school employees designated by the school nurse as a care provider who have been trained⁶ and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

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

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained⁶ and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

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

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

Emergency Administration of Emergency Adrenal Insufficiency Medication

The school nurse or other school employees designated by the school nurse as a care provider who have been trained⁶ and certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other

school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

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

Seizure Disorder Medications

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

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

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

Notes: A.C.A. § 17-87-103(11) provides for the administration of Glucagon, insulin, or both to students suffering from diabetes.

Districts are not under any obligation to "recruit" volunteers and 4.11 of the Rules explicitly states that no employee shall be pressured into volunteering.

¹ The time frame in this paragraph is not statutorily mandated and may be changed to better suit your district and the employment contract of the school nurse. Any changes you make, however, need to address the need for students to have their medications through the last day of school and the reality of parents' work schedules.

² This policy offers two different options regarding permissibility of students attending and participating in classes while taking Schedule II medications. Be sure only one option is included in the adopted policy and delete the "Option One" or "Option Two" language after your selection along with the language for the unchosen option in the final version. Be sure to consult with your school nurse when selecting an option.

³ Here is a helpful, but not all-inclusive, list of prohibited Schedule II medications: Opium, morphine, codeine, hydromorphone (Dilaudid), methadone, meperidine (Demerol), cocaine, oxycodone (Percodan), amobarbital, pentobarbital, sufentanil, etorphine hydrochloride, phenylactone, dronabinol, secobarbital, and fentanyl.

⁴ A student who has surgery or is in an accident may be taking a Schedule II medication outside of those a student may take and be permitted to attend classes under Option 1 or may have been told by his/her doctor to not attend class during the time the student is taking the Schedule II medication. In such cases, a 504 plan can be developed to cover the duration of the student’s recovery, which could include homebound instruction.

⁵ The specific authorization should be provided on the doctor’s letterhead along with the completed Medication Administration Consent Form (4.35F).

⁶ The certification may be received through training that is provided by a nationally recognized organization experienced in training laypersons in emergency health treatment or other persons approved by the Department of Health. Examples of National programs are those provided by the American Heart Association and the American Red Cross.

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities
 Division of Elementary and Secondary Education and Arkansas State Board of Nursing
 Rules Governing the Administration of Insulin, Glucagon, and Medication for Adrenal
 Insufficiency or Adrenal Crisis to Arkansas Public School Students
 A.C.A. § 6-18-701
 A.C.A. § 6-18-707
 A.C.A. § 6-18-711
 A.C.A. § 6-18-714
 A.C.A. § 6-18-717
 A.C.A. § 6-18-720
 A.C.A. § 6-18-721
 A.C.A. § 17-87-103 (11) and (14)
 A.C.A. § 20-13-405

Date Adopted: June 19, 2023
 Last Revised:

Descriptor Term	Descriptor Code	Issue Date
Head Lice	JHCE	July 1, 2006, March 13, 2017, April 16, 2018

Students found to have lice or eggs shall be subject to the following procedure:

1. The school nurse will verify the student has lice or nits.
2. If lice or nits are found the nurse will notify the parent/guardian.
3. If the parent/guardian is unable to pick the student up, per Centers for Disease Control and Prevention, the student will be sent home at the end of the day. Every attempt will be made to notify parent/guardian
4. A letter will be provided to the parent explaining a recommended two-step procedure. Step 1 is the treating of the hair with an approved lice-killing product. Step 2 is the removal from the hair of lice, eggs and egg cases.
5. A parent/guardian should return with the student to be readmitted to school.
6. Before readmission to class, the nurse will verify the student is able to return to class. If the nurse feels further treatment is needed the student will be sent back home for further treatment.

Descriptor Term
Student Illness/Accident

Descriptor Code
JHCF

Issue Date
July 1, 2019

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

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

GENTRY SCHOOL DISTRICT REQUIREMENTS FOR DESIGNATION AS VALEDICTORIAN

- a. The Valedictorian must be a High Honors Graduate.
- b. The Valedictorian must have been a student at Gentry High School for his or her entire Junior and Senior years (four semesters).
- c. The student with the highest G.P.A shall be named Valedictorian.

In the event of a tie the numerical grade average, of the three College/AP classes in which the student received the highest grades, will be determined for each student whose G.P.A. is tied. If all averages are not equal, the student with the highest numerical average shall be named Valedictorian.

If a tie still exists, all those who are tied shall be designated Co-Valedictorians

GENTRY SCHOOL DISTRICT REQUIREMENTS FOR DESIGNATION AS SALUTATORIAN

- a. The Salutatorian must be a High Honor Graduate.
- b. The Salutatorian must have been a student at Gentry High School for his or her entire Junior and Senior years (four semesters).
- c. The student with the highest G.P.A. (Grade Point Average), after the Valedictorian, shall be named Salutatorian.

In the event of a tie the numerical grade average, of the three College/AP classes in which the student received the highest grades, will be determined for each student whose G.P.A. is tied. If all averages are not equal, the student with the highest numerical average shall be named Salutatorian.

If a tie still exists, all those who are tied shall be designated Co-Salutatorians

CLASS RANK FOR OFFICIAL HIGH SCHOOL TRANSCRIPTS

A graduate's class rank shall be determined by their final grade point average with the ranks being assigned as follow:

When one or more students have a G.P.A. greater than 4.000:

- Student with G.P.A, greater than 4.000 will be ranked 1.
- Student with G.P.A. equal to 4.000 will be ranked 2.
- Student with G.P.A. less than 4.000 will be ranked according to where his or her G.P.A. falls with the highest G.P.A. being ranked the next sequential number past the number of students who hold a #1 and # 2 ranking.

When one or more students have a G.P.A. equaling 4.000 and no student has a G.P.A. greater than 4.000:

- Student with G.P.A. equal to 4.000 will be ranked 1.

- Student with G.P.A. less than 4.000 will be ranked according to where his or her G.P.A. falls with the highest G.P.A. being ranked the next sequential number past the number of students who hold a #1 ranking.

When no student has a G.P.A. of 4.000 and no student has a G.P.A. greater than 4.000:

- Student with G.P.A. less than 4.000 will be ranked according to where his or her G.P.A. falls with the highest G.P.A. being ranked #1.

**Descriptor Term
Guidelines for Foreign
Exchange Programs at
Gentry High School**

**Descriptor Code
JIB**

**Issue Date
July 1, 2001**

**Revised
Nov. 16, 2010**

1. The principal of Gentry High School will be responsible for administering the program.
2. The principal will approve of no more than six students for the school term.
3. Students must be sponsored by an agency approved by the principal. Approved agencies must be included on the Advisory List published by the National Association of Secondary School Principals and the Council on Standards for International Educational Travel, must have a local contact person, must reside in the district, and must meet other criteria established by the principal.
4. Students shall be fluent in the English language.
5. Students attending classes from Labor Day to the end of the school year will be eligible to receive a CERTIFICATE OF ATTENDANCE if they attend classes for at least 90% of the school days.
6. A student will be eligible to receive a Gentry High School diploma if they meet the Gentry High School requirements for a diploma.
7. Transfer of foreign exchange students will not be accepted during the school year.
8. A foreign exchange student will complete all immunizations required before being admitted.
9. Foreign exchange students will not receive priority scheduling. Preference in class scheduling will be given to non-exchange students who are district residents. Class availability will be determined before enrollment is complete.
10. Approved organizations will have until July 1 to make application for a student to attend Gentry High School. No foreign exchange students will be accepted after July 15.
11. Approved organizations will provide a transcript (translated into English) of the student's academic record.
12. Foreign exchange students shall not be included in any class ranking lists, nor shall a GPA be computed for them.

Descriptor Term
Smart Core

Descriptor Code

Issue Date
June 19, 2023

Revised

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2024 AND 2025

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

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

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

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

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

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

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

GRADUATION REQUIREMENTS

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

necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁷

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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.⁸

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁷

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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.⁸

Notes: ¹ The Smart Core Information Sheet and the Smart Core Waiver Form are available on the ADE website at <https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/arkansas-graduation-requirements> under the “Related Links” heading.

² The DESE’s Guidelines stipulate completion by the end of the senior year. We believe this is not in agreement with A.C.A. § 6-18-202(b)(1), which requires public schools to be open through the completion of the secondary program to students between the ages of five (5) and twenty-one (21). Therefore, we suggest that students be allowed to switch from Core to Smart Core if they could successfully complete its requirements by the time they attained their twenty first (21st) birthday. Acceptance of a diploma negates a student’s right to switch programs.

³ We recommend including the review of this policy in the school district support plan process so that the resources intended to be provided from the district level are in alignment with your graduation requirements (including any changes to the state level graduation requirements).

⁴ Schools are required to retain documentation procedures and methods used.

⁵ The Guidelines require the policy to include the training “procedure.” If you prefer a different procedure than inclusion in your district’s annual professional development process, change this sentence accordingly.

⁶ This sentence is necessary if your district requires more than twenty-two (22) units to graduate; without the sentence and you substitute a number greater than twenty-two (22), it appears that the DESE requires more than twenty-two (22) units to graduate. If you have specific requirements for the additional units, change the sentence’s wording to reflect those requirements.

⁷ The Rules specify the option is dependent upon the licensure of the teacher. Specifically, if the course is taught by a licensed social studies teacher, both options exist. If the course is taught by a licensed business education teacher, the credit must be applied toward the career focus requirement.

⁸ In order for students to receive the community service learning (CLS) credit, the district must have completed and submitted a CLS plan to DESE. In addition, a partner site application must be approved by the district’s board of directors if an organization the District has partnered with, rather than a District employee, is responsible for certifying a student’s hours of service. Districts who do not intend to submit a CLS plan should not include this language.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
 5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
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 A.C.A. § 6-16-149
 A.C.A. § 6-16-150
 A.C.A. § 6-28-115

Date Adopted: June 19, 2023
 Last Revised:

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026

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

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

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

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

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

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

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

GRADUATION REQUIREMENTS

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

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

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

Personal and Family Finance

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

Computer Science

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

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

- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁷

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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.⁸

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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Notes: ¹ The Smart Core Information Sheet and the Smart Core Waiver Form are available on the ADE website at <https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/arkansas-graduation-requirements> under the “Related Links” heading.

² The DESE’s Guidelines stipulate completion by the end of the senior year. We believe this is not in agreement with A.C.A. § 6-18-202(b)(1), which requires public schools to be open through the completion of the secondary program to students between the ages of five (5) and twenty-one (21). Therefore, we suggest that students be allowed to switch from Core to Smart Core if they could successfully complete its requirements by the time they attained their twenty first (21st) birthday. Acceptance of a diploma negates a student’s right to switch programs.

³ We recommend including the review of this policy in the school district support plan process so that the resources intended to be provided from the district level are in alignment with your graduation requirements (including any changes to the state level graduation requirements).

⁴ Schools are required to retain documentation procedures and methods used.

⁵ The Guidelines require the policy to include the training “procedure.” If you prefer a different procedure than inclusion in your district’s annual professional development process, change this sentence accordingly.

⁶ This sentence is necessary if your district requires more than twenty-two (22) units to graduate; without the sentence and you substitute a number greater than twenty-two (22), it appears that the DESE requires

more than twenty-two (22) units to graduate. If you have specific requirements for the additional units, change the sentence's wording to reflect those requirements.

⁷ The Rules specify the option is dependent upon the licensure of the teacher. Specifically, if the course is taught by a licensed social studies teacher, both options exist. If the course is taught by a licensed business education teacher, the credit must be applied toward the career focus requirement.

⁸ In order for students to receive the community service learning (CLS) credit, the district must have completed and submitted a CLS plan to DESE. In addition, a partner site application must be approved by ~~both~~ the district's board of directors if an organization the District has partnered with, rather than a District employee, is responsible for certifying a student's hours of service. Districts who do not intend to submit a CLS plan should not include this language.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
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A.C.A. § 6-16-149
A.C.A. § 6-16-150
A.C.A. § 6-16-152
A.C.A. § 6-28-115

Date Adopted: June 19, 2023

Last Revised:

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

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

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core

curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.² Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

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

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

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

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

GRADUATION REQUIREMENTS

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

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

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

Personal and Family Finance

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

Computer Science

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

Community Service

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

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

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

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

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁷

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

CAREER FOCUS: - Six (6) units

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

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

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
 - Geometry or its equivalent* - 1 unit
 - All math units must build on the base of algebra and geometry knowledge and skills.
 - (Comparable concurrent credit college courses may be substituted where applicable)
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- * 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;
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Social Studies: three (3) units

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

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

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

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

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

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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.

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² The DESE’s Guidelines stipulate completion by the end of the senior year. We believe this is not in agreement with A.C.A. § 6-18-202(b)(1), which requires public schools to be open through the completion of the secondary program to students between the ages of five (5) and twenty-one (21). Therefore, we suggest that students be allowed to switch from Core to Smart Core if they could successfully complete its requirements by the time they attained their twenty first (21st) birthday. Acceptance of a diploma negates a student’s right to switch programs.

³ We recommend including the review of this policy in the school district support plan process so that the resources intended to be provided from the district level are in alignment with your graduation requirements (including any changes to the state level graduation requirements).

⁴ Schools are required to retain documentation procedures and methods used.

⁵ The Guidelines require the policy to include the training “procedure.” If you prefer a different procedure than inclusion in your district’s annual professional development process, change this sentence accordingly.

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 A.C.A. § 6-16-149
 A.C.A. § 6-16-150
 A.C.A. § 6-16-152
 A.C.A. § 6-16-1901 et seq.
 A.C.A. § 6-28-115

Date Adopted: June 19, 2023
 Last Revised:

Descriptor Term	Descriptor Code	Issue Date	Revised
HONOR GRADUATES	JJ	July 1, 2006	April 19, 2010
SENIOR CLASS RANKING			
VALEDICTORIAN AND SALUTATORIAN			

HONOR GRADUATE

Honor Graduates will have completed the prescribed Smart Core course of study in accordance with Arkansas code and regulations issued by the Arkansas State Board of Education

Grade Point Average (G.P.A.) to determine valedictorian, salutatorian, and other honor graduates will be computed on a five point scale at the conclusion of the final semester.

A student must achieve a 3.75 G.P.A. to be designated an Honor Graduate (based on a 5.0 scale).

An Honor Graduate, who has completed 26 or more credits, including 3 AP/College credits, shall be designated as a High Honors Graduate. (1 AP Class = 2 semesters 1 College Core Class = 1 semester)
 An Honor Graduate may not receive a NC (No Credit) on their transcript.

CAREER FOCUS: - Six (6) units

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

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

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

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

- 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

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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

Cross References:

4.55—STUDENT PROMOTION AND RETENTION

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

5.11—DIGITAL LEARNING COURSES

5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
DESE Guidelines for the Development of Smart Core Curriculum Policy
DESE Rules Governing Distance and Digital Learning
Smart Core Information Sheet
Smart Core Waiver Form
Commissioner’s Memo LS-18-082
A.C.A. § 6-4-302,A.C.A. § 6-16-122,A.C.A. § 6-16-143,A.C.A. § 6-16-149,A.C.A. § 6-16-150
A.C.A. § 6-16-1406,A.C.A. § 6-18-107

Date Adopted:1-18-10
Last Revised:8-17-20

Gentry High School

Alternative Learning Environment (ALE)

GHS students may be enrolled in the ALE program with a referral that includes documentation from at least two of the conditions listed below:

(Attendance) - Each GHS student will be allowed the maximum of 9 absences for each semester, or 14 absences for the entire school year. Both unexcused and excused absences will count towards a student's semester and yearly totals.

- When the student reaches 10 absences per semester or 15 absences for the entire year, the attendance committee will be alerted. The attendance committee will meet with the ALE Director on the next available date.
- The committee and ALE Director will determine whether the nature of the absences was excessive or if they were warranted. If deemed excessive, the student will have the option of having a FINNS filed against him, or the opportunity to enroll in the ALE program. The student and their parent(s) will be provided a copy of the ALE program handbook, so that they are aware of all of the requirements a student must meet in order to participate in the program, and what their options are if they do not meet those requirements.
- Any student that has been referred to the ALE program for excessive absences will be responsible for being absent free for (30) school days before a transition back to the high school is initiated. A student enrolled in the ALE program for excessive absences will not be allowed to take classes in the high school until this has been completed unless the ALE program does not offer the class a student needs for graduation.

(Grades) - Each GHS student will be allowed to be enrolled in a maximum of (3) credit recovery classes each semester.

- Once a student reaches the (4) credit recovery class enrollment, the curriculum committee will be alerted.
- The curriculum committee will meet with the ALE Director on the next available date to determine whether the student needs to be placed into the ALE program. If the student is recommended to the ALE program, then the student and their parent(s) will meet with the ALE Director to discuss why this has happened, and the options available to the student. They will be provided a copy of the ALE program handbook so that they are aware of all of the requirements a student must meet in order to stay in the program, and what their options are if they do not meet those requirements.
- Any student who has been referred to the ALE program for exceeding the maximum amount of credit recovery classes will be responsible for reducing the amount of total credit recovery classes to (2) before a transition back to the high school is initiated. A student enrolled in the ALE program will not be allowed to take classes in the high school until this has been completed unless the ALE program does not offer the class a student needs for graduation.

(Behavior) - Each GHS student will be given a 3 step behavior plan before being recommended to the ALE program.

- Any student that is referred to the Principal or Dean of Students for actions that are considered "disruptive behavior" will be given the following:
 1. Official Warning
 2. Final Warning
 3. Recommendation for the ALE program. It will be at the Principal's or Dean of Students' discretion as to whether or not the student is recommended to the ALE program.
- The ALE Director will then be notified of the referral and will meet with the ALE Placement committee to look at the student's prior interventions for any other criteria for ALE enrollment.
- The student and their parent(s) will then meet with the ALE Director to discuss placement into the program and will be provided a copy of the ALE program handbook so that they are aware of all of the requirements a student must meet in order to stay in the program, as well as, what their options are if they do not meet those requirements. Please note that the Dean of Students can render the verdict of a final warning at any time given the nature of the "disruptive behavior."
- Any ALE student that has been referred to the ALE program because he or she reached the maximum of (3) "disruptive behavior" incidents will be responsible for being "disruptive behavior" free for an entire semester before a transition back to the high school will be initiated. A student that is referred to the ALE program for "disruptive behavior" will not be allowed to take classes in the high school until this has been completed unless the ALE program does not offer the class a student needs for graduation.

Date Adopted:8-17-20

Last Revised:

Student Success Plans

Issue Date

June 13, 2019

Act 930 of 2017 defines a Student Success Plan as “a personalized education plan intended to assist students with achieving readiness for college, career, and community engagement.” By the end of the 2018-2019 school year, each eighth grade student shall have a Student Success Plan in place that is developed by school personnel in collaboration with parent and student. The plan shall be updated at least annually thereafter.

**Descriptor Term:
Promotion and Retention
of Students**

**Descriptor Code:
JIKE**

**Issue Date:
June 19, 2023**

Revised

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

Each time a student is assessed by use of a high-quality literacy screener, with results at least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student’s independent grade-level-equivalency in reading and, in a parent friendly manner, the student’s reading progress.

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

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.¹ If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

- a. The building principal or designee;

- b. The student's teacher(s);
- c. School counselor;
- d. A 504/special education representative (if applicable); and
- e. The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

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

Each student² shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

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

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

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

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

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

- a. Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
- b. Assign the student to:

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

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

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

All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student’s math intervention plan throughout the school year.

By the end of grade eight (8), the student’s SSP shall⁴

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

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

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

A student’s SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student’s selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student’s SSP annually and to revise the student’s SSP as necessary to identify the courses to be taken each year until all required core courses are completed. Part of the review shall include an explanation of the possible impacts the revisions to the plan might have on the student's graduation

requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student's diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below² who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

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

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.⁵ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁶

Notes: ¹ Insert the criteria your district uses for promotion/retention. The criteria must include the following for students in kindergarten through grade four (k-4):

- A student who has not met the third-grade reading standard as defined by the state board shall not be promoted to fourth(4th) grade unless the student has a good cause waiver. The following students may receive a good cause waiver:
- Limited English Proficiency students who have had less than three (3) years of instruction in an English language learner program;
- Students with a disability who are not eligible for the alternate assessment and who have an individualized education program or a 504 plan that reflects that the individual student:
 - Has received an intensive, evidence-based literacy intervention program aligned to the science of reading for more than two (2) years; and
 - Still demonstrates a need in reading proficiency or previously was retained in kindergarten, grade one (1), grade two (2), or grade three (3);
- Students who:
 - Have received an intensive, evidence-based literacy intervention program aligned to the science of reading for two (2) or more years;
 - Still demonstrate a need in reading proficiency and who previously were retained in kindergarten, grade one (1), grade two (2), or grade three (3);
 - Have received a special education referral and a full comprehensive evaluation; and
 - Have not met exceptional education criteria;
- Students who have already been retained in kindergarten, grade one (1), grade two (2), or grade three (3) for one (1) year;
- Students who can demonstrate that they are successful and independent readers and can perform at or above grade level by use of subsequent student assessments or alternative assessments; or
- Other students with necessary, justifiable good-cause exemptions identified as appropriate by the state board, in consultation with reading experts.

² The Division of Elementary and Secondary Education (DESE) Rules Governing the Arkansas Educational Support and Accountability Act only requires that an SSP be created for students in eighth (8th) grade and beyond and DESE will only cite a district if a student does not have an SSP by the end of eighth (8th) grade and beyond. We have opted to have the default language in the policy be for an SSP to be created for every student, with additional information reviewed and added starting in eighth (8th) grade, for a couple of reasons:

First, we believe requiring an SSP for all grades allows for improved communication between parents, teachers, and students. The creation and existence of an SSP at all levels allows for the use of common terminology (such as a parent who has more than one student simultaneously enrolled at a district would not have to know to ask to review and discuss the SSP for the student in eighth (8th) grade or above and also have to know to ask for the Response to Intervention plan for the student who is below the eighth (8th) grade.) In addition, requiring teachers, parents, and the student (when appropriate) to meet to create an SSP at all grades will help to foster channels of communications between parents and teachers, increase parental engagement, and help prepare parents for the more formal planning process when the student is in eighth (8th) grade and beyond.

Second, the creation, evaluation, and updating of the SSP at the lower levels should help to establish a student focused learning system by helping to ensure each student is receiving the educational support(s) necessary for his/her individual educational development, whether the supports are through a Response to Intervention system, the Gifted and Talented program, or anywhere in between.

³ While students in kindergarten through grade three (k-3) are not required to have an SSP, students who are not reading at grade level are required to have an individual reading plan and students in kindergarten through grade eight (K-8) are required to have a math intervention plan. You are required to report to DESE the types of interventions used and the number of students receiving each type of intervention.

⁴ Subsections 6.05.1 through 6.05.4 of the Arkansas Educational Support and Accountability Act rules include additional recommendations for consideration when creating and updating a student's SSP on each of the items in this list.

⁵ This paragraph is optional. The paragraph originated with the movement for students to opt out of state assessments. A.C.A. § 6-15-2907(e) requires all students participate in the statewide assessments and this paragraph is intended to add local incentive for students to participate. While the entire paragraph is optional, the last sentence is important as it would keep the policy from having "zero tolerance" (which we do not support) and give you latitude to accommodate instances beyond the student's control such as a car accident, serious illness, or other acts of God. If you choose to include the sentence, you may change "Superintendent" to "Principal" if that would work better for your district. Keep in mind that the decision on who is responsible for deciding whether or not to grant an exception for extraordinary circumstances is a different and separate issue than deciding whether or not to promote or retain a student, which is left in the hands of the school principal earlier in the policy. Be sure to align your decision for this footnote with the decision you made concerning footnote #5.

⁵⁶ This paragraph is optional. Participation in graduation or extracurricular activities is not a right, and districts may legally place conditions on a public school student's eligibility for participation (such as testing compliance), but districts cannot deny a diploma to an otherwise qualified student or deny a student the ability to attend school. If you choose to include the paragraph, the third to the last sentence may be amended to apply to a timeline of your choice. Be sure to align the staff position responsible for deciding whether or not to grant an exception with the decision you made for footnote #4.

3.30—PARENT-TEACHER COMMUNICATION

4.56—EXTRACURRICULAR ACTIVITIES - SECONDARY SCHOOLS

4.56.1—EXTRACURRICULAR ACTIVITIES – ELEMENTARY

5.13—STUDENT INTERVENTION SERVICES AND SUMMER SCHOOL

Legal References: A.C.A. § 6-15-2001

A.C.A. § 6-15-2005
 A.C.A. § 6-15-2006
 A.C.A. § 6-15-2907
 A.C.A. § 6-15-2911
 A.C.A. § 6-17-429
 A.C.A. § 6-17-431
 A.C.A. § 9-28-205
 DESE Rules Governing the Arkansas Educational Support and Accountability Act
 DESE Rules Governing Grading and Course Credit
 Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

Date Adopted: June 19, 2023
 Last Revised:

Descriptor Term:	Descriptor Code:	Issue Date:	Revised:
GRADUATION REQUIREMENTS	JIG	July 1, 2006	5-20-13, 5-21-14, 10.15.2018 6-13-19

- A. Beginning school year 1996-97, at least a total of twenty-one (21) units earned in grades nine through twelve shall be required by the State of Arkansas for high school graduation. Beginning with the graduating class, who begin seventh grade in the 2004-05 school term, at least a total of twenty-two (22) units earned in grades nine through twelve, or grades eight through twelve if approved by the ADE, shall be required by the State of Arkansas for high school graduation. Only one (1) of these units may be in physical education.
- B. A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours. A minimum average six-hour day or minimum thirty (30)-hour week is required.
- C. Each high school senior shall take at least three (3) academic courses during the senior year; courses taken at postsecondary institutions by qualified seniors shall count as one or more of these required courses above.

Local Units required for graduation.

Beginning school year 1996-97, at least a total of twenty-four (24) units earned in grades eight through twelve shall be required for high school graduation. Only one (1) of these units may be in physical education.

Meeting these graduation requirements does not necessarily ensure that the Gentry High School graduate will meet college admission requirements. Students should check with the Counselor or the college admission office for exact college entrance requirements.

Advanced Placement Courses

In accordance with Arkansas Code Annotated 6-15-901, Advanced Placement course is defined as a course of instruction that qualifies for college credit and that is approved for credit as a high school course by the Arkansas State Board of Education

CONCURRENT CREDIT

When applicable, the Gentry School District will allow and honor concurrent credit classes to be taken in which students earn both high school and college credits in accordance with A.C.A. 6-18-223 which states in part: “A public school student who is enrolled in a public school in Arkansas and who has successfully completed the eighth grade shall be eligible to enroll in a publicly supported community college or four-year college or university in

accordance with rules and regulations adopted by each institution in consultation with the Arkansas Higher Education Coordinating Board. A student who enrolls in and successfully completes a course or courses offered by an institution of higher education shall be entitled to receive appropriate academic credit in both the institution of higher education and the public school in which such student is enrolled, which credit shall be applicable to graduation requirements.

HONOR CLASSES - SELECTION METHOD

Certain courses will be designated as honor classes in grades 9-12. These courses will be approved as Honor Courses by the Arkansas Department of Education.

RECOMMENDED CRITERIA FOR STUDENTS TAKING HONORS COURSES

Students enrolling in honors classes should meet three of the following four criterion:

1. Teacher/counselor/principal recommendation
2. Demonstrated success in related subject areas
3. High standardized test scores
4. GPA of 3.00 or above

ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS COURSES

Students in grades 7-12 who take advanced placement (AP) courses; International Baccalaureate (IB) courses; honors or concurrent credit college courses;¹ or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) or the Division of Career and Technical Education (DCTE) shall be graded according to the following schedule:

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

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

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

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

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and
- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.²

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

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

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

Students who transfer into the district will be given weighted credit for the AP courses; IB courses; honors or concurrent credit college courses;¹ and other courses approved by DESE and DCTE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale.

Notes: ¹ If your board has not chosen to adopt a policy allowing high school students to take college courses for weighted credit (as provided by A.C.A. § 6-15-902(c)(5)(A) remove “concurrent credit college courses.” In addition to requiring district policies to authorize students to receive weighted credit for concurrent credit courses, a concurrent credit course must receive DESE approval to be eligible for weighted credit.

² A.C.A. § 6-15-902(c)(2)(B) and the DESE Rules stipulate that students must take the applicable AP exam to receive weighted credit for the course. Because the state now pays the total cost of the AP exams and the student’s score on the exam does not affect the student’s grade for the course, students can reasonably be expected to take the test. By standardizing the timing of awarding weighted credit across Arkansas, all students will be on a level playing field regarding their GPA for college applications.

DESE Rules Governing Grading and Course Credit
A.C.A. § 6-15-902
A.C.A. § 6-16-806

Date Adopted: June 19, 2023
Last Revised:

RECOMMENDED CRITERIA FOR A CLASS TO BE SUBMITTED TO THE ARKANSAS DEPARTMENT OF EDUCATION AS A PROPOSED HONOR CLASS:

1. Utilization of higher level thinking skills
2. Advanced academic subject matter and/or pace
3. Academic course offerings beyond basic introductory classes, where applicable
4. Innovative teaching techniques
5. High academic expectations for student performance
6. Use of advanced technology where applicable
7. Approval of the Gentry Board of Education before submission

REMOVAL OF HONOR COURSE OR ADVANCED PLACEMENT COURSE FROM COURSE OFFERING:

Recognizing the need for secondary students to plan a four year course of studies, the removal of an honor course or advanced placement course from the Gentry High School course offering shall only be on recommendation of the superintendent and approval of the Gentry Board of Education.

NUMBER OF GRADES

Teachers are required to have proof of the student's grades; therefore, at least twelve (12) grades should be assigned each student during a nine-week period. Exceptions to this rule must be approved by the building principal in advance and students must be notified in writing at the beginning of the grading period.

Teachers will annotate in the grade book the description of the assignment which resulted in the grade. Student's work may be maintained at the individual request of the parent or guardian of the student for scheduled reviews.

No grade for any assignment will be given on a completely subjective basis.

GRADING SCALE

Kindergarten will utilize a mastery skills checklist.

Standards Based Grading: If standards based grading and/or standards based report card is used there will be no letter grades given. The focus will be on mastery. For example: Needs Improvement 1, Developing 2, Mastered 3.

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 reflect other educational objectives such as those contained in the learner outcomes and curriculum frameworks may also be given.

Each teacher will give marks as to accomplishment and skill in his/her practical field. All courses, except advanced placement, will be graded by the following scale according to Arkansas Code Annotated 6-15-902.

90 - 100 - A	70 - 79 - C	Below 60 - F
80 - 89 - B	60 - 69 - D	Incomplete - I

An incomplete (I) may be given when the student is given an extension of time to complete course requirements. Incomplete grades are the responsibility of the student, and the student must make arrangements for completing the work necessary for a permanent grade. An incomplete grade will automatically become a zero ten (10) school days after the end of the grading period unless the student has received an extension of time from the teacher. This zero or these zeros, if there are more than more unfinished assignments, shall be averaged in with existing grades to determine a period average for the course.

GRADES K - 5 Special Classes

A skills checklist will be utilized for assigning grades in K-5 special classes.

GRADE RECORDING

1. At the end of each grading period (nine weeks), the teacher will:
 - a. Calculate a percentage and letter grade
 - b. Put grades on report cards.
2. At the end of each semester, grades will be entered on student permanent records:
 - a. By person(s) designated by the Principal;
 - b. In a permanent manner

COMPUTING GRADE POINT AVERAGES

1. All credit earning courses will be used in computing grade point.

As allowed by the Arkansas State Board of Education one unit of athletics may count toward meeting the 22 credits required for graduation. By approval of the local school board, each other year of participation in athletics shall count

1 credit toward meeting the local requirement of 3 credits over the state requirement (i.e., 24 credits required to graduate from Gentry).

Athletics may also be substituted one semester to meet the physical education requirement if the student has not already been given credit as described in the preceding paragraph.

2. A student will not receive credit for repeating a class in which a passing grade was earned by the student. However, if a class is part of a sequential curriculum approved by the board of education, credit for each class may be obtained

3. Courses that are included in the approved secondary curriculum, but taken in the eighth grade, may count toward the number of credits required for graduation and the students' cumulative grade point average.

4. Grade Point Average (GPA) at the secondary level will be based on the following system:

- a. "A" will receive four (4) points;
- b. "B" will receive three (3) points;
- c. "C" will receive two (2) points;
- d. "D" will receive one (1) point; and
- e. "F" will receive no points.

5. For ADE approved Honor Courses/Advanced Placement/International Baccalaureate courses approved by the Arkansas Department of Education as allowed by Arkansas Code Annotated 6-15-902, the following points will be issued for these classes:

- a. "A" will receive five (5) points;
- b. "B" will receive four (4) points;
- c. "C" will receive three (3) points;
- d. "D" will receive two (2) point; and
- e. "F" will receive no points.

Gentry High School

Alternative Learning Environment (ALE)

GHS students may be enrolled in the ALE program with a referral that includes documentation from at least two of the conditions listed below:

(Attendance) - Each GHS student will be allowed the maximum of 9 absences for each semester, or 14 absences for the entire school year. Both unexcused and excused absences will count towards a student's semester and yearly totals.

- When the student reaches 10 absences per semester or 15 absences for the entire year, the attendance committee will be alerted. The attendance committee will meet with the ALE Director on the next available date.
- The committee and ALE Director will determine whether the nature of the absences was excessive or if they were warranted. If deemed excessive, the student will have the option of having a FINNS filed against

him, or the opportunity to enroll in the ALE program. The student and their parent(s) will be provided a copy of the ALE program handbook, so that they are aware of all of the requirements a student must meet in order to participate in the program, and what their options are if they do not meet those requirements.

- Any student that has been referred to the ALE program for excessive absences will be responsible for being absent free for (30) school days before a transition back to the high school is initiated. A student enrolled in the ALE program for excessive absences will not be allowed to take classes in the high school until this has been completed unless the ALE program does not offer the class a student needs for graduation.

(Grades) - Each GHS student will be allowed to be enrolled in a maximum of (3) credit recovery classes each semester.

- Once a student reaches the (4) credit recovery class enrollment, the curriculum committee will be alerted.
- The curriculum committee will meet with the ALE Director on the next available date to determine whether the student needs to be placed into the ALE program. If the student is recommended to the ALE program, then the student and their parent(s) will meet with the ALE Director to discuss why this has happened, and the options available to the student. They will be provided a copy of the ALE program handbook so that they are aware of all of the requirements a student must meet in order to stay in the program, and what their options are if they do not meet those requirements.
- Any student who has been referred to the ALE program for exceeding the maximum amount of credit recovery classes will be responsible for reducing the amount of total credit recovery classes to (2) before a transition back to the high school is initiated. A student enrolled in the ALE program will not be allowed to take classes in the high school until this has been completed unless the ALE program does not offer the class a student needs for graduation.

(Behavior) - Each GHS student will be given a 3 step behavior plan before being recommended to the ALE program.

- Any student that is referred to the Principal or Dean of Students for actions that are considered "disruptive behavior" will be given the following:
 4. Official Warning
 5. Final Warning
 6. Recommendation for the ALE program. It will be at the Principal's or Dean of Students' discretion as to whether or not the student is recommended to the ALE program.
- The ALE Director will then be notified of the referral and will meet with the ALE Placement committee to look at the student's prior interventions for any other criteria for ALE enrollment.
- The student and their parent(s) will then meet with the ALE Director to discuss placement into the program and will be provided a copy of the ALE program handbook so that they are aware of all of the requirements a student must meet in order to stay in the program, as well as, what their options are if they do not meet those requirements. Please note that the Dean of Students can render the verdict of a final warning at any time given the nature of the "disruptive behavior."
- Any ALE student that has been referred to the ALE program because he or she reached the maximum of (3) "disruptive behavior" incidents will be responsible for being "disruptive behavior" free for an entire semester before a transition back to the high school will be initiated. A student that is referred to the ALE program for "disruptive behavior" will not be allowed to take classes in the high school until this has been completed unless the ALE program does not offer the class a student needs for graduation.

Descriptor Term:
Private Fund Raising Activities
(DOOR TO DOOR SALES)

Descriptor Code:
JKB

Issue Date
July 1, 2006

In accordance with A.C.A. 6-18-1102, it shall be the policy of the Board of Directors that all door-to-door selling of fundraising merchandise by elementary school children shall be conducted with adult supervision. Accordingly, it is the intent of this policy to further insure the well-being of students of the Gentry School District.

A. Definitions

- 1) "Elementary School Student" means a child in kindergarten through sixth grade.
- 2) "Adult" means a person age sixteen (16) years or older and approved by the parent.

- 3) "Door-to-Door Sales" means the selling of merchandise outside of the child's home and off school grounds.
- 4) "Parent" means a parent or legal guardian.
- 5) "School" means a school or school-sponsored organization such as a PTA or booster club.
- 6) "Fundraising Companies" means businesses, including mail order companies that assist schools in raising funds in return for a share of all money taken in.

B. The school must provide written notification of the following to parents of all elementary school students who participate in fundraising programs:

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

C. Parental Supervision

1. The School District will use the form developed by the State Department of Education for parental notification and permission.

D. Certification

1. The school which utilizes and coordinated fundraising programs shall certify to the Superintendent each year that the requirements have been met.

2. The School District shall certify to the State Department of Education, no later than June 15 of each year, a list of District schools and fundraising companies in violation of this policy.

Descriptor Term	Descriptor Code	Issue Date
Authority of Staff	JM	July 1, 2006
In Student Discipline		

All certified employees in the Gentry School system have jurisdiction over each student enrolled in the school. Any certified employee will have the authority to correct any school-related misconduct wherever such misbehavior occurs.

Non-certified, non-instructional staff and school volunteers may not discipline students directly, except as otherwise provided, but are to refer discipline violations to a certified teacher or school administrator (or complete a discipline referral, as appropriate.) Failure to follow the directions of a volunteer or non-certified staff member is a violation of this handbook and will result in disciplinary action being taken against the student, ranging from a warning to permanent expulsion, depending on the circumstances.

Descriptor Term:	Descriptor Code:	Issue Date:	Revised:
Lunch Account Policy	JN	July 1, 2006	5-9-11, 6-23-14

The Gentry School District uses a computerized system to provide efficient record keeping. Parents are encouraged to pay on a weekly or monthly basis. If a student is absent, the balance will be carried forward. When a student's account balance is low, a printout will be sent home notifying the parent of the number of lunches left so that they can send money in the envelope provided. Each child should have his/her own envelope filled out completely to assure that the proper credit is given. Parents may also use EZSchoolPay.

Meals will always be provided to qualified students whose disability makes the student unable to be fully responsible for maintaining his or her account.

A copy of this policy will be made available to parents during each year's free/reduced application process.

Descriptor Term	Descriptor Code	Issue Date
Student Records	JO	July 1, 2006

The intent of this policy is to establish procedures for granting requests of eligible persons to have access to student records, the proper use of these data and to facilitate their transmittal within a time period of not more than forty-five (45) days.

A. Definitions

1. Student records are records which are directly related to a student and are maintained by the school to be passed from person to person. These data may be recorded in any medium, but not limited to: handwriting, print, tapes, film, microfilm and microfiche. They will include: name, address, and telephone number, date of birth, ability data, achievement data, health information, discipline and attendance information and "directory information".
2. The term student records does not include records of instructional, supervisory and educational personnel which are accessible to only the maker of these records and his/her substitute.
3. The term "parent" includes a parent, a guardian, or an individual acting as a parent of a student in the absence of a parent.
4. School personnel having access to student records are defined as any person or persons under contract to the district and directly involved in working toward either the affective or cognitive goals of the district.

B. Responsibility for records

The building principal of each school shall have the responsibility for the proper maintenance and use of student records as described in this policy, laws of the State of Arkansas, and HEW Regulations.

C. Access to records

1. The parent or eligible student, as previously defined, will have access to these records upon written request to the principal maintaining these records, within this school system.
2. Eligible persons have the right to obtain copies of student records where failure to provide the copies would effectively prevent them from exercising the right to inspect and review the educational records.
3. Either parent will have access to student records unless the District has been provided evidence that there is a court order restricting parental access.
4. This policy shall not be construed to preclude the District from according to students rights in addition to those accorded to parents of students.
5. Any person not presently in attendance at this school and wishing to review student records should make their request in writing to the principal of the building last attended.

D. Correction of records

Upon written request, eligible persons will have the opportunity to receive an interpretation of the records, have the right to question the information, and if a difference of opinion is noted, shall be permitted to file a letter in said records stating his/her position. If further challenge is made to the record, the normal appeal procedures established by school policy will be followed.

E. Release of records outside the school system

Prior consent is not required for the release of student records to the following:

1. An eligible student or the parents of an ineligible student.
2. School personnel
3. Officials of another school or school system in which the student intends to enroll upon the request from said school. Upon request, a copy of those records will be made available to the eligible party.

F. Copies of records

Released copies of student records will be furnished at no charge to the individual in compliance with this policy.

Descriptor Term	Descriptor Code	Issue Date	Revised:
Chemical Screening Policy for Students in Extra-Curricular Activities Sanctioned by the AAA	JR	July 1, 2006	May 20, 2013 June 23, 2014

PHILOSOPHY

It is the philosophy of the Gentry School Board that students should be encouraged and supported in their efforts to develop and maintain a drug-free lifestyle. The Board recognizes that the use of illicit drugs and other substances is a significant health problem for many students resulting in negative effects on behavior, learning, safety, and total development of the individual. The misuse and abuse of illicit drugs and other substances affects academic growth, achievement, the safety of others, participation in school activities and development of related skills. Family, teammates, schoolmates and others are affected by the misuse and abuse of drugs and other substances.

While it would be the pleasure of the Board to mandate that all students be screened for illicit drugs and other substances, the Board recognizes both the student's right to privacy and the student's right to be presumed innocent of any illicit drug use.

The Board has determined that drug screening will provide an extra degree of protection for the student who is voluntarily engaged in school activities where the use of illicit drugs and other substances may threaten the health, safety, and possible well-being of the student and others.

PURPOSE

The purposes of the Chemical Screen Test of the Gentry Public School system are as follows:

1. Emphasize concerns for the health of students in areas of safety while participating in activities and the long-term physical and emotional effects of chemical use on their health.
2. Work with parents to assist in keeping their children free of illicit drugs and other substances.
3. Promote a sense of order and discipline among students.
4. Confirm and support existing state laws which restrain the use of such illicit drugs and other substances.
5. Establish standards of conduct for those students who are leaders and standard-bearers among their peers.
6. Assist students who desire to resist peer pressure that directs them toward the use of illicit drugs and other substances.
7. Assist students who should be referred for assistance or evaluation regarding their use of illicit drugs and other substances.

RANGE

All students in grades 7 through 12 who voluntarily participate in any activity sanctioned by the Arkansas Activities Association will participate in a random drug testing program.

On written request any parent, having a child in grades 7 to 12 who is less than eighteen years of age, may voluntarily choose to include their child in the random screening pool regardless of the child's involvement in extra-curricular activities.

On written request, any student being eighteen years of age or older, may voluntarily choose to be included in the random screening pool.

SELECTION METHOD

1. Any student enrolled in an athletics/activities class (AAA sanctioned) will be eligible for random screening. A computer-generated list, using APSCN, will be created at the beginning of each semester. This list, at the request of the testing agent, will be arranged to reflect gender and grade separately.
2. Testing shall occur no fewer than once per quarter – twice per semester – 4 times per school year (once each quarter).
3. The testing agency will generate a list that contains 20 female names – 15 for screening and 5 alternates, and 20 male names - 15 for screening and 5 alternates. All names are random to activity and grades 7 – 12.
4. Any medication or prescribed drugs currently being taken by the student should be brought to the attention of the testing agent prior to the student providing the sample. Prescription medication will require verification by the physician who prescribed it, or by the school nurse if medication is administered during school hours (Medication Policy, JHCD).
5. The principal may determine that reasonable suspicion warrants that a student, who is in the random pool, be tested at any time during the period in which the student is trying out or engaged in extracurricular activities.
6. Random Selection of Groups Each activity, i.e., football, track, vocal music, FFA, etc., sanctioned by the Arkansas Activities Association shall be subject to group testing. All the group names shall be written on paper, sealed in separate envelopes, and placed in a container. The group(s) to be tested shall be drawn from that container by the superintendent of schools in the company of the District Treasurer.

GENERAL TESTING PROCEDURE

1. All students who enroll in extracurricular activities are required to read, understand and acknowledge, with student and guardian signatures, the Gentry Schools Drug Testing Policies & Procedures form. This should be done upon entering the 7th grade, or the first time a student enrolls in an activity. The form will be kept on file and considered a valid agreement for as long as the student is enrolled in Gentry Schools
NOTE: The signing of receipt of this Handbook shall also serve as valid agreement between the athlete/guardian and Gentry Schools.
2. All students being tested will be assembled together and notified of the general purpose and procedures. At this time, the presiding school official will verify that each student is, in fact, enrolled in a qualifying activity. Any student, who is not, may be dismissed from testing at that time and later have their enrollment status verified. Any false verification will result in that student being tested at the next available opportunity.
3. Male and female students will be assembled together and notified of the general purpose and procedures. All testing will occur in the PAC facility. The testing agent will be set up outside the public restrooms, so as to have an unobstructed view of both doors as students enter and exit. All students will be monitored and observed by the testing agent. However, the monitor will not observe the actual producing of the sample.

4. Students will be sent to the monitor where they will complete and sign a Custody and Control form. The monitor will then send the student to the restroom, unobserved. The student will return to the monitor with required sample. After the sample is handed to the monitor, it will be checked for temperature and signs of tampering. If everything seems to be in order, the vial, or vials if a split-sample method is required by the contracted testing agency, will be labeled and identified only by a specimen control number randomly assigned to the student prior to testing.
5. Other specific procedures may be instigated by the testing agency at their discretion to ensure that valid samples are taken provided that such procedures are no more intrusive to the student's right to privacy than those described above.

CONSEQUENCES FOR A POSITIVE TEST

1. The parent and student will be notified of the positive test. The principal will not inform anyone but the parent and the student. The student will be immediately re-tested after testing positive for any substances except alcohol and methamphetamine. For these two substances no immediate re-test will be given as the short time the substance remains in the subject's body makes a second test unreliable.
2. The principal will communicate with the parents and counsel with the student.
3. The student will be on probation for twenty days. After twenty days the student may be tested again at his/her own expense and a written copy of the results will be given to the principal and parents. If the test is negative, probation will be lifted. If the test is positive, the student will not be allowed to continue in any eligible extracurricular activity for the remainder of the year. A student may be allowed to practice or have off-season at the principal's discretion. He/she cannot dress for game situations. To gain eligibility for the extracurricular activity the next year a student must have a Drug Screening test. This test must be administered by a testing agency at the student's expense.
4. An exception to the consequences of a positive test may be made in the case of Steroids or similar chemicals that could take more than twenty days to leave a student's system. In this case a written opinion from a physician licensed to practice medicine in Arkansas will be required for the student to remain in any eligible activity. Any cost of obtaining such an opinion shall be at the student's expense.
5. Positive test results shall not be provided to police or other law enforcement agencies and shall not, in itself, be grounds for disciplinary action against the student other than the process described above.

SUBSTANCE ABUSE SCREEN

The drug screen will test for the following chemicals in addition to alcohol:

- | | | |
|--------------------|-----------------------|---------------------|
| 1. Amphetamines | 6. Opiates | 11. Hallucinogenics |
| 2. Barbiturates | 7. PCP | |
| 3. Benzodiazepines | 8. THC (Cannabinoids) | |
| 4. Cocaine | 9. Ethyl Alcohol | |
| 5. Methaqualone | 10. Steroids | |

THC, AMP, Meth, COC, Barb, Benzo, Methadone, Ecstasy, Opiates (many drugs), PCP, Oxycodone. Remember these rapid kits can be customized for our clients, but we have found this combination is the best to catch the street drugs as well as prescription meds.

Other chemicals, which do not exist at present or not currently deemed important, may be added to this list without prior notice to the student or parent. However, any drugs and other substances added to the list without prior notice to students and parents for which the student tests positive shall not cause the student to be re-tested or be placed on probation.

COST OF TESTING

1. The initial fee for the pre-participation screening shall be the school district’s responsibility.
2. The cost for any re-test, after an initial screening test shows positive, shall be paid by the school if the second test shows negative. If the student again tests positive, the cost of the re-test shall be the responsibility of the student.
3. All random tests or tests given for “reasonable suspicion” shall be paid by the school district.

Descriptor Term	Descriptor Code	Issue Date	Revised
Drug, Alcohol, and Tobacco Rehabilitation Policy	JRA	July 1, 2006	June 17, 2013 May 21, 2014

It shall be a violation of policy for any student to possess, use, be under the influence, sell or distribute alcohol or illegal drugs on school property, any adjacent property, or at school sponsored functions. Prohibited substances shall include, but not be limited to: any drug paraphernalia; alcohol or any alcoholic beverage; marijuana; any narcotic drug; any hallucinogen; any stimulant; any depressant; any other controlled (illegal) substance; any substance legal or illegal, that alters the student's ability to act, think, or respond; any other substance that the student represents or believes to be any substance prohibited by this policy; or any substance manufactured to look like, a substance prohibited by this policy. Controlled substances used by a student who has a prescription for the substance must be checked into the school office with verification from parent/guardians. The use of tobacco or tobacco products or e-Cigarettes or similar type product by students is prohibited on the premises of any elementary, middle school or senior high school.

Descriptor Term	Descriptor Code	Issue Date
Junior – Senior Prom	JS	July 1, 2006

Any plans for Prom to be held off the school campus outside of Benton County shall be presented for board approval no later than the regular December board meeting.

Descriptor Term	Descriptor Code	Issue Date	Last Revised
Progress Reports to Parents	JT	July 1, 2006	7-1-07, 12/16/2013, 6/19/2017

Efforts will be made to report the progress of students to parents in order that the parent may be fully aware of how their child is progressing in his/her schoolwork. Parents are invited and encouraged to become informed about their child's progress and to provide needed direction and encouragement for the home study activities that are assigned. Parental attitudes concerning the importance of school are very important to how a child sees the learning situation and can aid in the child's success.

Parents are invited to call the school office and schedule a conference with their child's teacher or teachers at any time the need for a conference is evident.

The following activities and reports may be used to provide information to parents about student progress:

- A. Open House;
- B. School news in local newspaper;
- C. Mid-nine weeks' Progress reports;
- D. Report cards each nine weeks;
- E. One parent-teacher conference each semester;
- F. Progress reports to parents as needed during the school term;
- G. Home Visit
- H. Home Access Center (HAC)

A personal contact will be made between the school and the parent a minimum of two times per year regarding the academic performance of each student. Teachers shall meet with the parent(s) or guardian(s) of each student at

least once a semester through a parent-teacher conference, telephone conference, e-mail, or a home visit. More frequent communication between school and home may be required for students not performing at grade level. The goal of such communication is for the school and home to develop and maintain a strategy to give the academically struggling student the best opportunity progress and to achieve academic success.

Parents are encouraged to contact the school as a partner for solving school-related problems with their children. The first person a parent should contact is the teacher(s) of the student. If the issue cannot be solved at that level, the parent should contact the student’s principal. Issues that cannot be resolved at that level should be directed to the superintendent by either the parent or the school principal. A parent’s final avenue of problem resolution within the school district is placing a formal appeal with the school board. Such an appeal must be filed in writing, stating the nature of the problem, with the superintendent. Unless governed by other state law or local policy, such appeal will be heard by the school board at its next regularly scheduled meeting.

Descriptor Term	Descriptor Code	Issue Date	Revised
Confidentiality	JU	July 1, 2006	

The Gentry Public Schools in dedicated to exercising its options in promoting good mental health for the students within its jurisdiction. School personnel and students are to be aware that certain information cannot be considered confidential. School personnel are obligated by law to report suspected child abuse and neglect. Furthermore, the Gentry Public Schools will make it a policy to report to the proper authorities student behavior, which is deemed harmful to the student and/or others.

In accordance with A.C.A. 12-12-913 and Arkansas State Board of Education guidelines enforcing “Megan’s Law”, the school district will make appropriate notifications to staff and others regarding sex offenders who live within the school district.

Descriptor Term	Descriptor Code	Issue Date
Possession and Use of Cell Phones and other Electronic Devices	JUA	June 13, 2019

POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

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

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

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

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

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the device when not being used for reason #1 above;
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the device to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

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

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

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

The student and/or the student’s parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school’s administration office by the student’s parents or guardians. Students have no right of privacy as to the content contained on any electronic devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

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

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

Legal References: A.C.A. § 6-15-2907, A.C.A. § 6-18-515, A.C.A. § 27-51-1602, A.C.A. § 27-51-1603, A.C.A. § 27-51-1609, ADE Test Administration Manual

Date Adopted: 6.13.2019

Descriptor Term	Descriptor Code	Issue Date
Video Surveillance and Other Student Monitoring	JUB	June 13, 2019

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies authorized in this policy.

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than 30 days after they were created.

Videos, automatic identification, or data compilations containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or student handbook; any release or viewing of such records shall be in accordance with current law.

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Legal References: 20 USC 1232g, 20 U.S.C. 7115, 34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31

Date Adopted: 6.13.2019

Descriptor Term	Descriptor Code	Issue Date	Revision Date
Student/Staff Personal Electronic Communication Devices	JV	1-16-12	5-20-12, 5-14-18

The Gentry School Board recognizes that personal, wireless cellular devices have the potential to be used by students and staff for 21st century education in both teaching and learning. Recognizing such, the Gentry School District believes it has “compelling reasons” to allow such devices to be used by staff and students during the instructional day at the discretion of the school principal and classroom instructor. **[A.C.A. 6-18-502 (b)(3)(D)(i)] [Arkansas Department of Education Guidelines for the Development, Review and Revision of School District Student Discipline And School Safety Policies 6.02.04 Adopted May 14, 2007]**

The Board issues the following guidelines to help mitigate problems inherent to wireless communication and social media.

Devices

1. All student and staff personal electronic devices shall be set to “silent” during the instructional day unless prior approval has been received from the respective supervisor
2. Personal electronic devices may be used in the classroom for instructional purposes as determined by the teacher.
3. Other uses of personal electronic devices, if any, during non-instructional time for staff and students shall be determined by the respective campus principal.
4. Failure for students to use personal electronic devices in a responsible manner will result in consequences as described in *JGEB Disciplinary Measures*.
5. During State Assessments, cell phones or devices shall be powered off and placed out of the testing room. This also applies to scheduled breaks during State Assessments.

Communications

1. All electronic communication between staff and students shall be transparent, shall be considered a matter of record, shall carry no expectation of privacy for either party, and may be assessable to others.
2. All electronic communication between staff and students or staff and the public shall be professional and respectful in nature.

3. Electronic acts, a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager, that bully or harass another party are forbidden and will result in the staff member or student being subject to consequences with the maximum being, respectively, termination of contract or expulsion. This shall be applicable whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose. **[A.C.A. 6-18-514]**
4. The Gentry School District offers no opinion about students or staff belonging to online social networking services, platforms, or sites. However, the district reserves the right to block such services from being accessed by district owned equipment. It also reserves the right to impose consequences for using such venues to bully or harass other individuals as described in the preceding paragraph.
5. The District believes it is unprofessional for staff and current students to be “friends”, or like meaning, on social networks and maintains that a “wall” needs exist between staff and students in their personal relationships.
6. Staff and students may not login to social networks during class time unless as part of a lesson initiated by the teacher.
7. Staff and students are prohibited from texting and/or e-mailing during class time unless as part of a lesson initiated by the teacher. Teachers may use any means necessary for school business.
8. Certified staff and students are prohibited from initiating or taking personal calls during class time. Classified employees are prohibited from initiating or taking personal calls except during scheduled breaks.
9. Staff and students are prohibited from accessing the internet during instructional time unless such access is for instructional purposes as initiated by the teacher. All internet usage is governed by *EH Gentry Public Schools Computer Network and Internet Acceptable Use Policy* and *IT Security Policies*.
10. The district reserves the right to impose, with limited notice, other restrictions on the use of personal, electronic devices if warranted by circumstances not addressed or envisioned in this policy.
11. It is prohibited to use any camera, videotape, photo-optical, photo electric or any image recording device for the purpose of secretly observing, viewing, photographing, filming or videotaping a person in a residence, place of business, school or other structure if that person is in a private area out of public view; has a reasonable expectation of privacy; and hasn’t consented to the observation. This includes cameras as found on cellular phones, iPad and like tablets, and all similar devices.

Disclaimer

The Gentry School District assumes no liability for repairing or replacing lost, stolen, misplaced, or damaged personal, electronic communication devices for staff or students.

Descriptor Term	Descriptor Code	Issue Date
Gentry Public Schools	EH	July 1, 2006
Computer Network and Internet		
Acceptable Use Policy		

I. Use of Remote Communications and the Computer Network

The District network exists for the primary purpose of transmitting and sharing information between academic and research organizations. Network use must be consistent with the goals of the school and include things such as aiding technology transfer, fostering innovation, resource sharing, debating issues, and building broader

infrastructure in support of education and research. Networked computers may be used as a laboratory for research and experimentation.

- A. School district staff shall monitor student use, providing assistance or taking corrective actions when necessary.
- B. Designated district staff shall assist in providing:
 - 1. Training for students and other staff in the appropriate and safe use of remote electronic information resources.
 - 2. Instructions to students and staff on the responsible use of on-line resources.
 - 3. Direction to on-line resources that relate to curriculum, teaching and learning, and related communications priority activities and applications.
- C. Network use must be consistent with the goals and standards of the district, school and specific curriculum.
- D. An account assigned to an individual, including student use accounts, must not be used by others. Faculty, students, staff and associates are individually responsible for the proper use of their accounts, including proper password protection and appropriate use of network resources.

Use of a personal login and password by student users through telnet or FTP resources from district computers is prohibited without authorization from Technology Staff.

II. Behavior Standards

- A. The user is expected to behave in a legal, moral and ethical fashion that supports district education goals.
- B. Abusive conduct when using computer or network is prohibited. Abusive conduct can be, but is not limited to:
 - 1. Placing of unlawful information on the system.
 - 2. Using abusive, obscene, threatening or objectionable language.
 - 3. Accessing, downloading, or sending of pornographic or objectionable materials.
 - 4. Sending messages that are likely to result in the loss of recipient's work or systems.
 - 5. Sending of "chain letters" or "broadcast" messages to lists or individuals.
 - 6. Use of the system to intimidate or create an atmosphere of harassment.
- C. Interference with or disruption of the network users, services, or equipment is prohibited. Disruptions could include but are not limited to:
 - 1. Distribution of unsolicited advertising.
 - 2. Propagation of computer worms or viruses.
 - 3. Unauthorized entry to any other machine accessible via the network.
 - 4. Attempting to degrade or degrading system performance.
- D. Transmission of any material in violation of any U.S. or state laws or regulations is prohibited and may constitute a criminal offense. Systems staff and District administrators will cooperate fully with law enforcement agencies in correcting any violations.

Accessing another individual's electronic mail is prohibited except when an investigation requires the monitoring of systems by authorized technology staff.

- E. Attempts to gain unauthorized access to remote systems is prohibited.

- F. The use of another individual's access codes/passwords is prohibited.
- G. Copying of another individual's work (plagiarism) or copyrighted material is prohibited.
- H. Any individual who introduces a virus into the district system or violates the copyright laws shall be subject to appropriate district discipline policies and to the penalty provisions of the computer network use policy.

General Policies

1. Login and Passwords will only be given after the student's signed "Use Agreement" is on file.
2. Violations of some of the provisions set forth in this policy may constitute a criminal offense. Systems staff and District administrators will cooperate fully with law enforcement agencies in correcting any violations.
3. All users of district equipment must sign the district computer and network use agreement stating they understand all policies regarding computer use and agree to abide by them. Network accounts will not be assigned to a user until the use agreement is signed.
4. All users of district equipment are responsible for use of District computing resources in an effective, efficient, ethical, and lawful manner even in the absence of reminders or enforcement.
5. The individual user and/or their parent or guardian, in the case of a student, will be held liable for any violations.
6. The district cannot be held liable for any losses, including lost revenues, or for any claims or demands against the user by any other party. The district cannot be held responsible for any damages due to the loss of output, loss of data, time delay, system performance, software performance, incorrect advice, or any other damages arising from the use of the district's computer facilities.
7. Faculty cannot be held liable for the student's use of the network. They can, however, be held accountable within the constraints of the normal and expected supervisory duties of a teacher. The faculty, in conjunction with the technology supervisor, is responsible for instructing the student on acceptable use of the network and proper network etiquette.

Proper Respect for Copyright

In an effort to encourage the proper respect for copyright on the Internet, the following guide for staff and student users is provided:

1. If the user did not create a non-public domain written work, piece of art, photograph or music, or obtain rights to it, THE USER DOES NOT OWN IT.
2. If the user does not own the non-public domain material, the user may not copy it or distribute it to others.
3. The author or owner of a document or other type of information must explicitly relinquish rights in order to place a work in the "Public Domain" and thereby make copying/distribution with specific authorization possible.
4. *Fair Use* allows the user to copy small portions of a work the user does not own without permission, but only for criticism, education, news reporting, and the like.
5. When in doubt, the user should ask the creator or owner of material for permission to use the work.

Revocation of Privileges

Use of the district's computers and access to the network is a privilege that may be revoked for violation of any of the above provisions. Reinstatement of privileges may be granted at the discretion of the building principal. Users are subject to all appropriate disciplinary measures found in the district policies should these guidelines be violated.

Descriptor Term	Descriptor Code	Issue Date
Parent Notice Right to Request Teacher Qualifications	EI	July 1, 2006

Our district received federal funds for Title I programs that are part of No Child Left Behind Act of 2001. Throughout the year we will continue to provide information about this law and your child's education. You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the district or school will provide you with the following as soon as possible:

- a. if the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction
- b. if the teacher is teaching under an emergency status for which state licensing requirements have been waived
- c. the type of college degree major of the teacher and the field of discipline for any graduate degree or certificate; and
- d. if your child is receiving Title I services from paraprofessionals and, if so his/her qualifications.

If you would like to request this information, please contact your child's school.

Descriptor Term	Descriptor Code	Issue Date
School-Parent-Student Compact	EJ	July 1, 2006

We appreciate your involvement in your child's education. Together we share the responsibility for assisting your child's achievement. Our School-Parent compact clarifies our roles and serves as a guide to maintain a partnership for supporting your child's learning.

School Staff's Responsibility:

- Provide high quality curriculum, instruction, materials and equipment in an effective, caring, and safe environment,
- Provide opportunities for ongoing communication through:
 - *Semi-annual parent-teacher conferences, including information on academic and performance standards, assessments, and related goals for improvement
 - * Frequent reports regarding your child's progress,
 - *Participation in talks with staff, class volunteering, and observing classroom, activities and other parent involvement activities that support a strong school-home partnership.

Parent's Responsibility:

- Encourage my child to attend school regularly and participate in learning,
- Encourage my child to engage in positive school behaviors,
- Provide a quiet place for homework completion; review my child's completed homework assignments
- Monitor television watching and other distractions and encourage productive use of my child's extracurricular time,
- Volunteer in my child's school and classroom and
- Attend parent-teacher conferences, serve on advisory groups and participate in writing improvement plans, and decisions relating to the education of my child.

Student's Responsibility:

Contribute to a safe school environment by being a productive student through:

- Attending school regularly, ready to learn,
- Helping develop and following school and class rules,
- Completing and turning in my assignments, and
- Respecting and assisting others at school.

Thank you for your support and involvement in your child’s education. Please review this School-Parent-Student compact with your child and his or her teacher during our upcoming parent-teacher conferences. Your suggestions for strengthening its implementation are welcomed. Contact your child’s teacher or principal if you have questions.

Descriptor Term	Descriptor Code	Issue Date	Revised:
Practices and Procedures	JZ	July 1, 2006	May 9, 2011, June 13, 2019

State and federal school codes supersede local board policies. Gentry School Board policies are written to interpret and clarify such state and federal laws for the Gentry School District. Each individual campus may provide written practices and procedures for matters not covered in this handbook, which pertain only to the respective campus. In such, Changes in board policy that are mandated by law are effective with the same effective date as the law regardless of whether these changes have been incorporated into board policy.

Practices and procedures that are not school board policies.

Examples of practices and procedures that might be provided at the respective campuses are:

- Academic Honors/ Rewards/Recognition
- Academic Requirements for Participation In AAA Sanctioned Activities
- Achievement Testing
- Admit Slips
- Athletic Awards
- Benchmark Exams
- College Days
- Course descriptions
- Course offerings
- Daily Announcements
- Daily schedule of classes
- Description of school organizations
- Emergency Procedures
- Food/ Drink/Snacks
- Inclement Weather Procedures
- Locker information
- Lost and Found
- Schedule Changes
- School Map
- School Supplies
- Volunteer Groups
- Other practices and procedures deemed necessary by the respective campus.

DISTRICT PARENT FAMILY AND COMMUNITY ENGAGEMENT PLAN

The Gentry School District believes that family and community engagement is critical to the academic success of students. There are five areas of focus for the District Family and Community Engagement (FACE) Plan:

1. Jointly developed expectations and objectives
2. Building staff capacity through training and technical assistance
3. Building parent capacity
4. Reservation and evaluation
5. Coordination

To achieve consistency and strength in implementation, one certified staff member from each campus shall be designated to serve as a Family and Community Engagement Facilitator. Additionally, Elementary and Secondary District Coordinators have been appointed to coordinate, support, and align efforts to fully and meaningfully engage families and the community. The district committee that includes family and community members will provide oversight to ensure that opportunities for full engagement at both the school and district levels are provided.

1. Jointly Developed Expectations and Objectives

Parents and community members are involved in the development of the district parent and family engagement policy and plan, the schoolwide program plan, and support and improvement plans through meetings held throughout the year including dedicated FACE planning meetings, annual Community Engagement meetings, and school improvement plan development meetings held at least annually at the district and building levels. Expectations and objectives for meaningful engagement are established at the district and building levels that reflect the specific needs of students and families in Gentry School District.

District Objective

Gentry School District will foster partnerships between students, families, schools, and community assets to minimize barriers (academic, personal, social, and health) through the creation and implementation of a comprehensive plan that focuses on family and community engagement.

Definition

Family and community engagement is an arrangement that encourages relationships, collaboration, and a shared responsibility, beginning at birth and continuing throughout life, among the school, family, and community in order to meet the diverse needs of all children/families in obtaining a quality life and a quality, equitable education. In order to support the whole child in becoming college, career, and community ready, there must be effective two-way communication, meaningful partnerships, and cultural understanding.

The district and building parent and family engagement plans are made available to the families and the local community by placing a copy on our district website (by August 1) in English and Spanish. Parent-friendly summaries of the plans are also posted online in English and Spanish and included in the parent/student handbooks each year. Signatures of parents are obtained acknowledging the receipt of the district and building family engagement plan summary.

A copy of the Family and Community Engagement plan was filed with the Department of Education via Indistar August 1.

Families and community members are involved in the decisions regarding how funds reserved for FACE are allotted for activities through participation in FACE committee meetings as well as the annual Family and Community Input meetings held twice per year.

Families and community members are meaningfully involved in the evaluation process of the plan. The district plan is updated at least annually.

Adequate representation of families of participating children and community members in the process is ensured by thoughtful and purposeful selection of the FACE committee to include a diverse panel. We also strive to have adequate representation by making family and community engagement a standing agenda item in all District Parent and Community Input meetings that are held at least annually. Any parent or community member present can provide input and express concerns about FACE at that time.

The FACE plan is incorporated into the school wide plans for improvement.

Any comments from parents who deem the school wide plans unsatisfactory will be submitted to the state. We do not have any negative feedback to submit at this time.

Each school's PTO or Academic Booster Club president was added to the district committee in order to coordinate district wide efforts to improve family and community.

1. Building Staff Capacity Through Training and Technical Assistance

All teachers and administrators receive training yearly on effective parent and family engagement practices whether it is the required state rotation topic or not to ensure required minimum PD.

Coordination, technical assistance, and other support to schools is provided in jointly developing school family and community engagement plans, implementing effective FACE activities, and jointly developing school-parent compacts.

Teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, are trained annually in the value and utility of contributions of parents and community members, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate FACE programs, and how to build ties between parents, the community, and the school.

Meaningful consultation with families and/or community on the FACE support and technical assistance planning occurs at least annually at our Parent and Community Input meetings.

Training is provided at least annually for volunteers.

A parent-friendly summary of the district FACE plan is provided as a supplement to the student handbook.

Signatures are obtained from each parent acknowledging receipt of the district's FACE plan.

Gentry School District ensures that information is sent out in a language and format parents and families can understand by contracting with a translation service.

2. Building Parent Capacity

Assistance is provided to parents, as appropriate, in understanding state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Materials and training are provided to help parents to work with their children to improve their children's achievement through PFLT events and the Parent Center located at each campus.

Literacy training and appropriate use of technology (including copyright law), as appropriate, is provided to foster parental engagement. A chromebook and printer is located in each Parent Center to provide access to HAC and educational resources to those who do not have computers or internet in their homes. Additionally, training on virtual and blended learning platforms and content will be provided based on the needs indicated in survey results. Other reasonable support for parental engagement activities will be provided as parents request it. The discretionary item that the district and parents chose is the Pioneer Families Learn Together program. This program and its funding will be implemented at each building. 100% of funds allocated for FACE will be disbursed to the buildings.

3. Reservation and Evaluation

Gentry School District's Title I allotment is less than \$500,000; however, Family and Community Engagement is a priority for our district; therefore, we have reserved more than 1% of our allocation under Title I, Part A. 100% of those funds are distributed to the schools for FACE activities.

Annual Parent and Community meetings are held in April/May. An additional Parent/Community meeting will be scheduled for October/November this year. These meetings may be virtual or conducted via survey due to COVID restrictions.

Families and community members are involved in the decisions regarding how funds reserved for FACE are allotted by the district through participation in FACE Committee meetings throughout the year as well as providing input at our annual Parent and Community Input meetings held each Spring. Families and community members provided input stating they believe that monies allotted should go to the buildings for parental involvement activities. 100% of funds budgeted for FACE are distributed evenly to each of the four buildings in the district. The buildings then consult with their FACE committees to determine how the money will be spent.

The district committee reviews policy and expenditures yearly to ensure the funded activities and strategies are consistent with the district FACE policy.

An annual evaluation to identify barriers, needs, and strategies is administered annually in the form of a needs assessment that includes an annual parent survey, GHSCC student survey, event participation numbers, and volunteer data.

The findings from the survey and needs assessment data are used to design evidence-based strategies for more effective parental involvement.

2019-20 survey findings

Barriers to participation: Time was the number one barrier listed.

Needs: More consistent communication at the building level, more consistently translated documents and communications from the schools, address bullying at the secondary schools in a more consistent manner

Strategies: 1. District non-negotiables for building communication were developed and implemented including principal video updates and weekly announcements. 2. Prolexical translation service will be utilized districtwide for translation of documents and TransAct Notices will be utilized for common office forms and letters. A district point of contact was appointed to ensure this is done. 3. Existing staff was repurposed in order to provide more administrative support at the Middle School level to ensure consistency and strengthen our response to reports of bullying.

The Assistant Superintendent reviews and approves the FACE plan for each school yearly. All plans including the district plan are presented to the school board for approval annually.

The district plan is reviewed and updated annually and posted online by August 1.

4. Coordination

Gentry School District is not required to reserve 1% of Title I Part A money due to the grant award being less than \$500,000; however, we consider FACE a priority and reserve more than 1% of our Title I Part A allotment for FACE. At least 90% of funds reserved will go to schools, all of which are considered high need.

Parents and families are involved in the decisions regarding how funds reserved for FACE are allotted for parent involvement activities through the annual survey, an additional COVID-19 survey, and district and building level FACE committee meetings.

The funded activities and strategies selected by the committees are consistent with the district parent and family engagement policy.

An annual evaluation was conducted to identify barriers, needs, and strategies. The findings from the evaluation were used to design evidence-based strategies for more effective parental involvement.

The District FACE coordinators review and approve the plan for each school. Final approval is obtained by the designated District Reviewer, the assistant superintendent. All plans are reviewed and approved, including presentation to the Board of Education, by August 1 of each school year.

A program called Pioneer Families Learn Together has been implemented through the coordination of Title I, Title III, and local funds. The activities scheduled in this program are designed to support specific needs identified by parents in their annual survey as well as anticipated future needs such as filling out FAFSA applications, getting assistance with mental health services, accessing student information in HAC. Faculty staff, and outside agencies with specific expertise will be on hand for training opportunities at the events. Parents and families will be given the opportunity to practice what they've learned and to receive feedback from professionals to assist them in applying new knowledge and working together in the future.

Every school in Gentry School District has a parent resource center that is equipped with a computer and printer for families who do not have access to a device and/or internet at home. The centers are also equipped with materials to support and encourage parents in their efforts to raise their children as well as activities designed to support and extend academic achievement at home.

Title One Part A Schoolwide Requirements

Each building FACE plan will address the following six requirements:

1. Provide assistance to parents in understanding challenging state academic standards, assessments and how to monitor student's progress.
2. Provided materials and training to help parents work with their child.
3. Educate staff in the value of parent involvement and how to communicate and work with parents as equal partners.

4. Coordinate and integrate parent involvement programs with other federal, state and local programs.
5. Information related to school and parent activities is sent home to parents and information is provided in language they can understand.
6. Provide other reasonable support for parent involvement activities as parents may request.

Each FACE plan will be developed jointly with parents.

An annual meeting will be held in the spring to review policy for the upcoming year’s Title I, Part A program, and to ensure the continued improvement of the district’s FACE programs. Included in the meeting will be an examination of the FACE plan and its effect on promoting higher student achievement, along with other data derived annually from survey results of parents, students, and community members.

Surveys will include questions to aid in identifying barriers to engagement, needs, and program evaluation that includes the opportunity for participants to anonymously express concerns or share ideas. The review of results shall be done by the district FACE Committee, which will in turn develop strategies for addressing findings from the survey.

Parent Compacts and Right to Know letters will be distributed according to the current requirements annually.

Communication will be distributed in a language that families can understand.

Ongoing site visits will be conducted to observe parental and family engagement practices i.e., Parent Nights, Parent Advisory Committee meetings, Open House, PTO meetings, student orientations, CAP Conferences, grade level informational meetings, Parent/Teacher Conferences, award ceremonies, financial aid workshops. The district FACE coordinators will be responsible for this action.

State and local educational goals will be addressed each year at the Annual Report to the Public. Additional presentations may be made at public school board meetings throughout the year and will be listed on the monthly agenda. Notice of meeting and agenda will be posted to the district website.

Resolution Process and Right to Meeting Notification

To support the mission of the Gentry School District to “work with the community in providing safe and successful educational experiences for each student,” the District and parents/guardians must work as knowledgeable partners. Parents are encouraged to contact the school as a partner for solving school related problems with their child(ren) beginning with teacher(s) of the student. If the issue cannot be solved at that level, the parent should contact the student’s principal. Issues that cannot be resolved at that campus should be directed to the superintendent by either the parent or the school principal. A parent’s final avenue of problem resolution within the school district is placing a formal appeal with the school board. Such an appeal must be filed in writing, stating the nature of the problem, with the superintendent. Unless governed by other state law or local policy, such appeal will be heard by the school board at its next regularly scheduled meeting.

Family and Community Engagement Building Facilitators

High School: Kendra Crouse	479-736-2667	kcrouse@gentrypioneers.com
Middle School: Christie Smith	479-736-2251	csmith@gentrypioneers.com
Intermediate School: TBD	479-736-2252	
Primary School: Leslie Beeler	479-736-2380	lbeeler@gentrypioneers.com

District Family and Community Engagement Coordinators

Elementary District Coordinator: Andrea Folger 479-736-2380 afolger@gentrypioneers.com
 Secondary District Coordinator: Scott McCollum 479-736-2251 smccollum@gentrypioneers.com

Gentry Public Schools Superintendent

Central Office: Terrie Metz 479-736-2253 x5005 tmetz@gentrypioneers.com

Building Principals

Gentry Primary School Victoria Groomer 479-736-2380 vgroomer@gentrypioneers.com

Gentry Intermediate School Keeta Neal 479-736-2252 kneal@gentrypioneers.com

Gentry Middle School Danielle Freeman 479-736-2251 dfreeman@gentrypioneers.com

Gentry High School Brae Harper 479-736-2667 bharper@gentrypioneers.com

GENTRY HIGH SCHOOL FAMILY AND COMMUNITY ENGAGEMENT PLAN

Gentry School District is committed to providing a research-based model of family and community engagement. **Epstein's Framework of Six Types of Involvement** provides support and encouragement for family and community engagement in the school. Additional measures will be taken to ensure meaningful engagement.

1. The plan will be jointly developed.

Parents will be involved in the development of the school family and community engagement plans and in the planning, review, and improvement of parent and family engagement programs in the following ways:

Involve parents in the development of the school parent and family engagement plan

Involve parents in the review, update, and improvement, at least annually, of the school parent and family engagement plan to meet the changing needs of parents and the school

Ensure adequate representation of parents of participating children in the process in a variety of roles

Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents

Address opportunities for regular meetings if requested by parents

2. The school will hold an annual Title I Meeting.

The Annual Title I Meeting will be held in September of each year in the high school hospitality room or virtually depending on COVID restrictions.

Parents will be informed of the requirements of Title I, the school's participation, and their rights under Title I.

3. Communication

Each student will receive a copy of the FACE plan on the first day of school. These will be distributed during Advisory time. On the plan, the high school's FACE coordinator's name will be listed at the top. The plans will be available in multiple languages. The plan will be posted online.

An information packet will be distributed annually to include

- ✓ Description of Family and Community Engagement plan
- ✓ Recommended roles
- ✓ Ways for a family to get involved in a variety of roles
- ✓ Survey regarding volunteer interests
- ✓ Schedule of activities planned throughout the school year
- ✓ Regular, two-way, and meaningful system for parents/teachers to communicate

Signatures will be obtained from each parent acknowledging receipt of the family and community engagement plan summary.

During the school year, we post programs, meetings, and other activities on the school's website, in the school newspaper, which is updated weekly, and on the school's Facebook page. If we feel further communication is necessary, we send notes home in Spanish and English.

At Open House, we distribute a survey that asks parents how they want to be involved on the FACE committee/Academic Booster Club. On the survey, they also inform us which days/times work best for them to attend meetings.

Meetings:

- Offer meetings at various times
- Offer meetings in different formats

4. School-Parent Compact

On the school-parent compact, we have listed the school's responsibilities, parent responsibilities, and student responsibilities. The responsibilities mention parent-teacher conferences, how to contact staff members (email or phone), opportunities to volunteer, and how to be involved in classroom activities.

□ Jointly develop a School-Parent Compact which addresses the importance of regular two-way, meaningful communication through:

- conferences (no fewer than 2 each year)
- frequent reports on progress
- reasonable access to staff
- opportunities to volunteer
- observation of classroom activities

- Build and develop a partnership to help children achieve the challenging State academic standards
- Encourage school staff to use volunteer surveys to compile a volunteer resource book listing interests and availability of volunteers
- Involve parents in a variety of roles

5. Reservation of Funds

The district receives less than \$500,000 in Title I allocation, but parent and family engagement is a priority and more than 1% of the Title I allocation has been reserved for this purpose. 100% of the funds reserved go directly to the schools.

The FACE committee will meet to discuss how the allotted \$1200 would be spent to benefit family and community engagement.

6. Coordination of Services

A program called Pioneer Families Learn Together has been implemented through the coordination of Title I, Title III, and local funds to promote and support responsible parenting. The activities scheduled in this program are designed to support specific needs identified by parents in their annual survey as well as anticipated future needs such as safety during the pandemic, virtual learning, filling out FAFSA applications, getting assistance with mental health services, and accessing student information in HAC. Faculty, staff, alumni, and outside agencies with specific expertise will be on hand for training opportunities at the events. Parents and families will be given the opportunity to practice what they've learned and to receive feedback from professionals to assist them in applying new knowledge and working together in the future.

7. Building Capacity of Parents

We have parent engagement meetings once a quarter to discuss fundraisers, how to spend funds, how to get parents involved, parent meetings, etc.

On each course syllabus, the teacher provides the standards that they teach in their classroom.

Parents are provided information about MAP and ACT Aspire results of their child.

In the school newsletter, study tips are provided so parents can help their child if he/she is struggling. In the parent center, there are multiple resources to help parents. There is a computer that parents can use for research, books that they can check out, and pamphlets.

Each year the high school hosts a junior parent night where parents are informed about how to help their child prepare for their senior year and their future. We discuss course selection, career planning, and preparation for post-secondary opportunities.

Each year the high school hosts a senior parent night where we help seniors and their parents fill out the FAFSA form and apply to colleges.

Each year the high school hosts a freshmen orientation where parents learn everything they need to know in order for their child to be successful in high school (course selections, attendance, handbook policies, etc.)

Assistance and instruction is provided to parents of children served by the school in understanding these topics in Orientation and other PFLT events held throughout the year including FAFSA and college admissions

night: Arkansas academic standards, state and local academic assessments including alternate assessments, Title I requirements, incorporating developmentally appropriate learning activities, use of ADE website and tools for parents, and assistance with nutritional meal planning and preparation (FACS).

8. Building Capacity of School Staff

At the beginning of the school year, the FACE coordinator provides a PD session in which specialized instructional support personnel, principals, and other school leaders, and other staff were informed about the following:

- That parents play an integral role in assisting student learning
- In the value and utility of contributions of parents
- how to reach out to, communicate with, and work with parents as equal partners (email, phone calls)
- To implement and coordinate parent programs and build ties between home and school
- To welcome parents into the school and seek parental support and assistance
- To provide information in a format, to the extent practicable, in a language the parents can understand
- To respond to parent requests for parent and family engagement activities
- To recognize that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns

9. Building Capacity: Discretionary

- Literacy Training: We host a Literacy Night where parents and students had to use a computer to research information in order to "win" the game.
- Flexible Options: Parents can set up a meeting at any time with a teacher. Providing flexible meeting times was covered during the PD session with teachers.
- Parent Advisory Council: Establish a districtwide parent advisory council to provide advice on all matters
- Community and Business roles: We invited the public library to play a part in Literacy Night. We are hosting a career fair in the spring where local businesses will attend and provide information about their business. We provide opportunities for community members to help out in the school as long as they are trained.

GENTRY MIDDLE SCHOOL FAMILY AND COMMUNITY ENGAGEMENT PLAN

Gentry School District is committed to providing a research-based model of family and community engagement. **Epstein's Framework of Six Types of Involvement** provides support and encouragement for family and community engagement in the school. Additional measures will be taken to ensure meaningful engagement at Gentry Middle School.

1. The plan will be jointly developed.

The school will engage parents in the annual review of the Family and Community Engagement Plan through an evaluation and using a comprehensive needs assessment filled out by teachers, parents, and school staff. The committee made up of teachers, parents, and students will meet annually in the spring to plan and make changes if warranted. The collection of about the satisfaction with the program and the school's efforts to increase parent and family engagement. The survey will include such items as specific needs of the parents, the effectiveness of strategies, and activities to support student growth. All of this will be looked at by the parent committee and taken into consideration during the annual review and parents' comments will be submitted as needed if the District Title I plan is not satisfactory to parents.

2. Annual Title I Meeting

The annual Title I Meeting will be held on September 21, 2020.

The purpose of the annual Title I Meeting is to inform parents of the requirements of Title I and the school's participation and their rights. The school's plan only and cannot be used as an opportunity for gathering input into the Family and Community Engagement Plan and School-Parent Compacts.

3. Communications

The Gentry School Family and Community Engagement Plan available to families and the local community and it will include contact information for the parent facilitator

The plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand, and that the informational packet is appropriate for the age and grade of each child. Informational packets will be distributed annually and include: description of , Family and Community Engagement Plan recommended roles, ways for a family to get involved in a variety of roles, a survey regarding volunteer interests, schedule of activities planned throughout the school year, and regular two-way and meaningful system for parents/teachers to communicate.

Place a parent-friendly summary/explanation of the Family and Community Engagement Plan online and as a supplement to the student handbook.

GMS will obtain signatures from each parent acknowledging receipt of the Family and Community Engagement Plan summary.

GMS will offer meeting at various times and in different formats.

4. School-Parent Compact

The School-parent-student compact is sent home with every student and is required to be signed by all parties and returned. It outlines how school-student-parent can jointly help the students succeed and achieve at the grade level to the State academic standards.

The compact will be reviewed yearly and revised if needed. School staff will be encouraged to use volunteer surveys to compile a volunteer resource book listing interests and availability of volunteers. The school will offer a quality curriculum and instruction, provide 2 parent-teacher conferences twice a year, provide frequent reports on students' progress, provide access to the staff, and opportunities for the parent to volunteer as well as observe classroom activities.

5. Reservation of Funds

Gentry School District's Title I allotment is less than \$500,000; however, Family and Community Engagement is a priority for our district, therefore we have reserved more than 1% of our allocation under Title I, Part A. 100% of those funds are distributed to the schools for parent engagement activities.

The school will continue to grow our resources in the Parent Center with input from the committee, parents, teachers, and students.

6. Coordination of Services

A program called Pioneer Families Learns Together has been implemented through the coordination of Title I, Title III, and local funds. The activities scheduled in this program are designed to support specific needs identified by parents in their annual survey as well as anticipated future needs such as filling out FAFSA applications, getting assistance with mental health services, accessing student information in HAC. Faculty staff, and outside agencies with specific expertise will be on hand for training opportunities at the events. Parents and families will be given the opportunity to practice what they've learned and to receive feedback from professionals to assist them in applying new knowledge and working together in the future.

The building will engage in other activities that will use community resources, strengthen school programs, practices, and learning. We will educate and access safety procedures needed throughout the year and engage our parents and family on the use of online resources during the pandemic. The plan used will be comprehensive and coordinated with our students, parents, and community and incorporate our building plan into the school's improvement plan.

7. Building Capacity of Parents

The school will have a parent involvement meeting in August and regular Academic Booster Club meetings monthly online.

Parents will be provided with a description and explanation of the curriculum in use by individual teachers.

Parents will be provided with individual student academic assessment results and interpretation of those results during conference time. Also, during this time, they will receive description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

Promotion and support of responsible parenting will be supported with Parents' access to the Parent Center during school hour with books and supplies, there are various books on parenting and helping student achievement. There is also a computer so they can check their students' grades. Conferences are held twice a year. If a parent would like to meet with any teacher and they can request a conference as well.

Parents will be provided assistance and instruction to parents of children served by the school in understanding these topics: Arkansas Academic Standards, state and local academic assessments including alternate assessments, Title I, Part A requirements, strategies parents can use to support their child's academic progress, partnering with teachers to support their child's academic achievements, incorporating developmentally appropriate learning activities, use of ADE website and tools for parents [<http://www.arkansased.gov>], assistance with nutritional meal planning and preparation, how parents of middle school students can be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities and including role-play and demonstration by trained volunteers

Parents will be provided materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.

8. Building Capacity of School Staff

Teachers will attend a professional development meeting on how to support parents, the value of utilizing parent in assisting in student learning, how to communicate with parents, the importance of building parent programs that tie in home and school. Teachers will also assist in the parent and family engagement night.

The GMS FACE plan ensures professional development requirements are met for teachers and administrators by providing training at least annually whether it is a rotation topic or not.

Train teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents:

- That parents play an integral role in assisting student learning
- In the value and utility of contributions of parents
- In how to reach out to, communicate with, and work with parents as equal partners
- To implement and coordinate parent programs and build ties between home and school
- To welcome parents into the school and seek parental support and assistance
- To provide information in a format, to the extent practicable, in a language the parents can understand
- To respond to parent requests for parent and family engagement activities to recognize that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns

Building Capacity: Discretionary

GMS FACE plan includes the following additional discretionary activities in order to build capacity:

- Literacy Training: Provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.
- Flexible Options: Arrange school meetings at a variety of times as needed to maximize parental involvement and participation in their children's education.
- Model Approaches: Adopt and implement model approaches to improving parent and family engagement.
- Parent Advisory Council: Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Community and Business Roles: Develop appropriate roles for community-based organizations and businesses in parent and family engagement activities.

GENTRY INTERMEDIATE SCHOOL FAMILY AND COMMUNITY ENGAGEMENT PLAN

Gentry School District is committed to providing a research-based model of family and community engagement. **Epstein's Framework of Six Types of Involvement** provides support and encouragement for family and community engagement in the school. Additional measures will be taken to ensure meaningful engagement at Gentry Intermediate School.

1. The plan will be jointly developed.

Parents will be involved in the development of the school Family and Community Engagement plan and in the planning, review, and improvement of family and community engagement programs in the following ways:

- Involve parents in the review, update, and improvement, at least annually, of the school family and community engagement plan to meet the changing needs of parents and the school
- Ensure adequate representation of parents of participating children in the process in a variety of roles
- Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents
- Address opportunities for regular meetings if requested by parents

2. An annual Title I Meeting will be held.

The annual Title I Meeting will be held in September each year. The purpose of the annual Title I Meeting is to disseminate information only and cannot be used as an opportunity for gathering input into the Family and Community Engagement Plan and School-Parent Compacts.

This meeting is to inform the parents of the requirements of title 1, and their rights.

3. Communications

The GIS Family and Community Engagement plan/policy will be distributed to parents and will communicate information about how the school will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand in the following ways:

(These will be posted to district website by August 1.)

- Make the school Family and Community Engagement plan available to families and the local community which will include contact information for the parent facilitator
- Ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand, and that the informational packet is appropriate for the age and grade of each child
- Distribute an informational packet annually to include
 - ✓ Description of Family and Community Engagement plan
 - ✓ Recommended roles
 - ✓ Ways for a family to get involved in a variety of roles
 - ✓ Survey regarding volunteer interests
 - ✓ Schedule of activities planned throughout the school year
 - ✓ Regular, two-way, and meaningful system for parents/teachers to communicate
- Place a parent-friendly summary/explanation of the Family and Community Engagement plan online and as a supplement to the student handbook
 - ✓ Obtain signatures from each parent acknowledging receipt of the [district's] Family and Community Engagement plan summary
- Offer meetings at various times and in different formats (such as offered online and in-person group meetings as well as other types of individual meetings)

4. School-Parent Compact

GIS will accomplish the required components by doing the following:

- Jointly develop a School-Parent Compact which outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
- Address the importance of regular two-way, meaningful communication through:

1. ▪ conferences (no fewer than 2 each year)
2. ▪ frequent reports on progress
3. ▪ reasonable access to staff
4. ▪ opportunities to volunteer
5. ▪ observation of classroom activities
 - Build and develop a partnership to help children achieve the challenging State academic standards
 - Encourage school staff to use volunteer surveys to compile a volunteer resource book listing interests and availability of volunteers
 - Involve parents in a variety of roles

5. Reservation of Funds

Gentry School District's Title I allotment is less than \$500,000; however, Family and Community Engagement is a priority for our district, therefore we have reserved more than 1% of our allocation under Title I, Part A. 100% of those funds are distributed evenly to the schools for family and community engagement activities since we are a Title One District.

Budget information is shared with parents at the annual Title I Meeting. Buildings determine the individual ways in which the committees want to spend the money in their own committee meetings.

6. Coordination of Services

A program called Pioneer Families Learn Together has been implemented through the coordination of Title I, Title III, and local funds. This plan is comprehensive and coordinated in nature and will incorporate into the school's improvement plan. The activities scheduled in this program are designed to support specific needs identified by parents in their annual survey as well as anticipated future needs such as virtual learning from home which will coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs and safety during the pandemic, getting assistance with mental health services, and accessing student information in HAC.

Faculty staff, and outside agencies with specific expertise will be on hand for training opportunities at the events. Parents and families will be given the opportunity to practice what they've learned and to receive feedback from professionals to assist them in applying new knowledge and working together in the future.

GIS will consider recruiting alumni to create an alumni advisory commission

Parent Teacher Association or organization is active and leaders of said organization will be utilized in appropriate decisions

7. Building Capacity of Parents

Regular parent involvement meetings are scheduled in order to:

- Provide parents with a description and explanation of the curriculum in use
- Provide parents with individual student academic assessment results and interpretation of those results
- Provide parents with a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards
- Provide assistance and instruction to parents of children served by the school in understanding these topics:
 1. ✓ Arkansas Academic Standards
 2. ✓ State and local academic assessments including alternate assessments
 3. ✓ Title I, Part A requirements
 4. ✓ Strategies parents can use to support their child's academic progress
 5. ✓ Partnering with teachers to support their child's academic achievements
 6. ✓ Incorporating developmentally appropriate learning activities
 7. ✓ Use of ADE website and tools for parents [<http://www.arkansased.gov>]
 8. ✓ Assistance with nutritional meal planning and preparation
 9. ✓ Including role play and demonstration by trained volunteers

- Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Promote and support responsible parenting

8. Building Capacity of School Staff

The GIS FACE plan ensures professional development requirements are met for teachers and administrators by providing training at least annually whether it is a rotation topic or not.

Train teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents:

- That parents play an integral role in assisting student learning
 - In the value and utility of contributions of parents
 - In how to reach out to, communicate with, and work with parents as equal partners
 - To implement and coordinate parent programs and build ties between home and school
 - To welcome parents into the school and seek parental support and assistance
 - To provide information in a format, to the extent practicable, in a language the parents can understand
 - To respond to parent requests for parent and family engagement activities
 - To recognize that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns

9. Building Capacity: Discretionary

GIS FACE plan includes the following additional discretionary activities in order to build capacity:

- Model Approaches: Adopt and implement model approaches to improving family and community engagement.
- Parent Advisory Council: Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Literacy Training: Provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.
- Flexible Options: Arrange school meetings at a variety of times as needed to maximize parental involvement and participation in their children's education.
- Community and Business Roles: Develop appropriate roles for community-based organizations and businesses in family and community engagement activities.

GENTRY PRIMARY SCHOOL FAMILY AND COMMUNITY ENGAGEMENT PLAN

Gentry School District is committed to providing a research-based model of family and community engagement. **Epstein's Framework of Six Types of Involvement** provides support and encouragement for family and community engagement in the school. Additional measures will be taken to ensure meaningful engagement at Gentry Primary School.

1. The plan will be jointly developed.

Parents will be involved in the development of the school family and community engagement plan and in the planning, review, and improvement of family and community engagement programs in the following ways:

- Involve parents in the review, update, and improvement, at least annually, of the school parent and family engagement plan to meet the changing needs of parents and the school
- Ensure adequate representation of parents of participating children in the process in a variety of roles
- Submit any parent comments to the district if the Title I School-wide Plan is not satisfactory to parents
- Address opportunities for regular meetings if requested by parents

2. An annual Title I Meeting will be held.

The annual Title I Meeting will be held in September.

The purpose of the annual Title I Meeting is to present information only and cannot be used as an opportunity for gathering input into the Family and Community Engagement and School-Parent compacts. This meeting will inform parents of the requirements of Title I, the parents' rights under Title I, and the schools participation.

3. Communications

The GPS family and community engagement plan/policy will be distributed to parents and will communicate information about how the school will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand in the following ways:

(These will be posted to district website by August 1.)

- Make the school family and community engagement plan available to families and the local community which will include contact information for the parent facilitator
- Ensure that the plan is written in an understandable and uniform format, provided in a language the parents can understand, and that the informational packet is appropriate for the age and grade of each child
- Distribute an informational packet annually to include
- Description of Family and Community Engagement plan
- Recommended roles
- Ways for a family to get involved in a variety of roles
- Survey regarding volunteer interests
- Schedule of activities planned throughout the school year
- Regular, two-way, and meaningful system for parents/teachers to communicate
- Place a parent-friendly summary/explanation of the family and community engagement plan online and as a supplement to the student handbook
- Obtain signatures from each parent acknowledging receipt of the [district's] family and community engagement plan summary
- Offer meetings at various times and in different formats (such as offered online and in-person group meetings as well as other types of individual meetings)

4. School-Parent Compact

GPS will accomplish the required components by doing the following:

- Jointly develop a School-Parent Compact which outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement
- Address the importance of regular two-way, meaningful communication through:
 1. conferences (no fewer than 2 each year)
 2. frequent reports on progress
 3. reasonable access to staff
 4. opportunities to volunteer
 5. observation of classroom activities
- Build and develop a partnership to help children achieve the challenging State academic standards
- Encourage school staff to use volunteer surveys to compile a volunteer resource book listing interests and availability of volunteers
- Involve parents in a variety of roles

5. Reservation of Funds

Gentry School District's Title I allotment is less than \$500,000; however, Family and Community Engagement is a priority for our district, therefore we have reserved more than 1% of our allocation under Title I, Part A. 100% of those funds are distributed to the schools for parent engagement activities.

Budget information is shared with parents at the annual Title I Meeting. Buildings determine the individual ways in which the committees want to spend the money in their own committee meetings.

6. Coordination of Services

A program called Pioneer Families Learn Together has been implemented through the coordination of Title I, Title III, and local funds to promote and support responsible parenting. This plan is comprehensive and coordinated in

nature and will incorporate into the school's improvement plan. The activities scheduled in this program are designed to support specific needs identified by parents in their annual survey as well as anticipated future needs such as getting assistance with mental health services, safety during the pandemic, and virtual learning from home which will coordinate and integrate family and community engagement programs, activities, and strategies with early childhood programs.

Faculty staff, and outside agencies with specific expertise will be on hand for training opportunities at the events. Parents and families will be given the opportunity to practice what they've learned and to receive feedback from professionals to assist them in applying new knowledge and working together in the future.

GPS will consider recruiting alumni to create an alumni advisory commission

The Parent Teacher Organization is active and leaders of said organization will be utilized in appropriate decisions.

7. Building Capacity: Parents

Regular parent involvement meetings are scheduled in order to:

- Provide parents with a description and explanation of the curriculum in use
- Provide parents with individual student academic assessment results and interpretation of those results
- Provide parents with a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards
- Provide assistance and instruction to parents of children served by the school in understanding these topics:
 1. Arkansas Academic Standards
 2. State and local academic assessments including alternate assessments
 3. Title I, Part A requirements
 4. Strategies parents can use to support their child's academic progress
 5. Partnering with teachers to support their child's academic achievements
 6. Incorporating developmentally appropriate learning activities
 7. Use of ADE website and tools for parents [<http://www.arkansased.gov>]
 8. Assistance with nutritional meal planning and preparation
 9. Including role play and demonstration by trained volunteers
- Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Promote and support responsible parenting

8. Building Capacity: Staff

The GPS FACE plan ensures professional development requirements are met for teachers and administrators by providing training at least annually, whether it is a rotation topic or not, train teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents:

- That parents play an integral role in assisting student learning
- In the value and utility of contributions of parents
- In how to reach out to, communicate with, and work with parents as equal partners
- To implement and coordinate parent programs and build ties between home and school
- To welcome parents into the school and seek parental support and assistance
- To provide information in a format, to the extent practicable, in a language the parents can understand
- To respond to parent requests for parent and family engagement activities
- To recognize that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns

9. Building Capacity: Discretionary

GPS FACE plan includes the following additional discretionary activities in order to build capacity:

- Model Approaches: Adopt and implement model approaches to improving family and community engagement.
- Parent Advisory Council: Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.

- Literacy Training: Provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.
- Flexible Options: Arrange school meetings at a variety of times as needed to maximize parental involvement and participation in their children's education.
- Community and Business Roles: Develop appropriate roles for community-based organizations and businesses in family and community engagement activities.

GENTRY HIGH SCHOOL SCHOOL-PARENT-STUDENT COMPACT

The GENTRY HIGH SCHOOL funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), along with the students and their parents agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school/parent/teacher/student compact is in effect during the school year.

SCHOOL RESPONSIBILITIES

Gentry High School Conversion Charter will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student achievement standards as follows:
 - Provide instruction to all students as prescribed by the laws of Arkansas. The curriculum is aligned with the Arkansas State Standards and Assessments. Remediation and enrichment is provided to individual students as needed.
2. Hold parent-teacher conferences twice during the academic school year in which the individual child's achievement as it pertains to academic and behavioral progress will be discussed. Specifically, those conferences will be held:
 - During pre-determined Parent-Teacher conference times.
 - At any time deemed appropriate by the parent or teacher.
3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - Interim: Mid-nine-week progress reports.
 - Quarterly report cards: one per each nine-week period.
 - Parents may also access their child's grades any time via ESchool.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During teacher-conference times.
 - Via phone or email as appropriate (not during class time).
 - At any time arranged by and agreed upon by the parent and teacher.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Upon completion of the required background check.
 - At any time agreed upon by the parent and teacher.

- The PTO encourages parental engagement to benefit our many programs.

PARENT RESPONSIBILITIES

I, as a parent, will support my child’s learning in the following ways:

- Send my child to school on time every day.
- Make sure that homework is completed
- Monitor the amount of time my child spends watching television and/or playing electronics so that school comes first.
- Participate, as appropriate, in decisions relating to my child’s education.
- Promote positive use of my child’s extracurricular time.
- Stay informed about my child’s education and communicate with the school promptly, reading all notices from the school district either received by my child, by mail, email, text, or other communication methods, and respond, as appropriate
- Support district and school initiatives, which will enhance the educational opportunities for my child (i.e., volunteering, parties, field trips, various committees) as I am able.

STUDENT RESPONSIBILITIES

I, as a student, will share the responsibility to improve my academic achievement and achieve the State’s high standards. Specifically, I will:

- Attend school daily and be on time.
- Return my homework completed.
- Ask for help if I don’t understand the instruction my teacher is providing.
- Follow the school rules and be responsible for my own behavior.
- Respect other people, their property, and the community.
- Do my part to make Gentry High School a safe place for every student to learn.

Signature of School Representative	Date
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Signature of Parent/Guardian signature	Date
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Signature of Student	Date
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**GENTRY MIDDLE SCHOOL
SCHOOL-PARENT-STUDENT COMPACT**

The GENTRY MIDDLE SCHOOL funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), along with the students and their parents agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school/parent/teacher/student compact is in effect during the school year.

SCHOOL RESPONSIBILITIES

Gentry Middle School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student achievement standards as follows:
 - Provide instruction to all students as prescribed by the laws of Arkansas. The curriculum is aligned with the Arkansas State Standards and Assessments. Remediation and enrichment is provided to individual students as needed.
2. Hold parent-teacher conferences twice during the academic school year in which the individual child's achievement as it pertains to academic and behavioral progress will be discussed. Specifically, those conferences will be held:
 - During pre-determined Parent-Teacher conference times.
 - At any time deemed appropriate by the parent or teacher.
3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - Interim: Mid-nine-week progress reports.
 - Quarterly report cards: one per each nine-week period.
 - Parents may also access their child's grades any time via ESchool.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During teacher-conference times.
 - Via phone or email as appropriate (not during class time).
 - At any time arranged by and agreed upon by the parent and teacher.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Upon completion of the required background check.
 - At any time agreed upon by the parent and teacher.
 - The PTO encourages parental engagement to benefit our many programs.

PARENT RESPONSIBILITIES

I, as a parent, will support my child's learning in the following ways:

- Send my child to school on time every day.
- Make sure that homework is completed
- Monitor the amount of time my child spends watching television and/or playing electronics so that school comes first.
- Participate, as appropriate, in decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school promptly, reading all notices from the school district either received by my child, by mail, email, text, or other communication methods, and respond, as appropriate
- Support district and school initiatives, which will enhance the educational opportunities for my child (i.e., volunteering, parties, field trips, various committees) as I am able.

STUDENT RESPONSIBILITIES

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Attend school daily and be on time.
- Return my homework completed.
- Ask for help if I don't understand the instruction my teacher is providing.
- Follow the school rules and be responsible for my own behavior.
- Respect other people, their property, and the community.
- Do my part to make Gentry Middle School a safe place for every student to learn.

Signature of School Representative **Date**

Signature of Parent/Guardian signature **Date**

Signature of Student **Date**

GENTRY INTERMEDIATE SCHOOL SCHOOL-PARENT-STUDENT COMPACT

The GENTRY INTERMEDIATE SCHOOL funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), along with the students and their parents agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school/parent/teacher/student compact is in effect during the school year.

SCHOOL RESPONSIBILITIES

Gentry Intermediate School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student achievement standards as follows:
 - Provide instruction to all students as prescribed by the laws of Arkansas. The curriculum is aligned with the Common Core State Standards, Frameworks, and Assessments. Remediation and enrichment is provided to individual students as needed.

2. Hold parent-teacher conferences twice during the academic school year in which the individual child's achievement as it pertains to academic and behavioral progress will be discussed. Specifically, those conferences will be held:
 - During predetermined Parent-Teacher conference times.
 - At any time deemed appropriate by the parent or teacher.

3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - Interim: Mid-nine-week progress reports.
 - Quarterly report cards: one per each nine-week period.
 - Parents may also access their child's grades any time via ESchool.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During teacher-conference times.
 - Via phone or email as appropriate (not during class time).
 - At any time arranged by and agreed upon by the parent and teacher.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Upon completion of the required background check.
- At any time agreed upon by the parent and teacher.
- The PTO encourages parental involvement to benefit our many programs.

PARENT RESPONSIBILITIES

I, as a parent, will support my child’s learning in the following ways:

- Send my child to school on time every day.
- Make sure that homework is completed
- Monitor the amount of time my child spends watching television and/or playing electronics so that school comes first.
- Participate, as appropriate, in decisions relating to my child’s education.
- Promote positive use of my child’s extracurricular time.
- Stay informed about my child’s education and communicate with the school promptly, reading all notices from the school district either received by my child, by mail, email, text, or other communication methods, and respond, as appropriate
- Support district and school initiatives, which will enhance the educational opportunities for my child (i.e., volunteering, parties, field trips, various committees) as I am able.

STUDENT RESPONSIBILITIES

I, as a student, will share the responsibility to improve my academic achievement and achieve the State’s high standards. Specifically, I will:

- Attend school daily and be on time.
- Return my homework completed.
- Ask for help if I don’t understand the instruction my teacher is providing.
- Follow the school rules and be responsible for my own behavior.
- Respect other people, their property, and the community.
- Do my part to make Gentry Intermediate School a safe place for every student to learn.

Signature of School Representative

Date

Signature of Parent/Guardian signature

Date

Signature of Student

Date

**GENTRY PRIMARY SCHOOL
SCHOOL-PARENT-STUDENT COMPACT**

The GENTRY PRIMARY SCHOOL funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), along with the students and their parents agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school/parent/teacher/student compact is in effect during the school year.

SCHOOL RESPONSIBILITIES

Gentry Primary School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student achievement standards as follows:
 - Provide instruction to all students as prescribed by the laws of Arkansas. The curriculum is aligned with the Arkansas State Standards and Assessments. Remediation and enrichment is provided to individual students as needed.
2. Hold parent-teacher conferences twice during the academic school year in which the individual child's achievement as it pertains to academic and behavioral progress will be discussed. Specifically, those conferences will be held:
 - During pre-determined Parent-Teacher conference times.
 - At any time deemed appropriate by the parent or teacher.
3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - Interim: Mid-nine-week progress reports.
 - Quarterly report cards: one per each nine-week period.
 - Parents may also access their child's grades any time via ESchool.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During teacher-conference times.
 - Via phone or email as appropriate (not during class time).
 - At any time arranged by and agreed upon by the parent and teacher.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Upon completion of the required background check.
 - At any time agreed upon by the parent and teacher.
 - The PTO encourages parental engagement to benefit our many programs.

PARENT RESPONSIBILITIES

I, as a parent, will support my child's learning in the following ways:

- Send my child to school on time every day.
- Make sure that homework is completed

- Monitor the amount of time my child spends watching television and/or playing electronics so that school comes first.
- Participate, as appropriate, in decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school promptly, reading all notices from the school district either received by my child, by mail, email, text, or other communication methods, and respond, as appropriate
- Support district and school initiatives, which will enhance the educational opportunities for my child (i.e., volunteering, parties, field trips, various committees) as I am able.
-

STUDENT RESPONSIBILITIES

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Attend school daily and be on time.
- Return my homework completed.
- Ask for help if I don't understand the instruction my teacher is providing.
- Follow the school rules and be responsible for my own behavior.
- Respect other people, their property, and the community.
- Do my part to make Gentry Primary School a safe place for every student to learn.

Signature of School Representative	Date
Signature of Parent/Guardian signature	Date
Signature of Student	Date

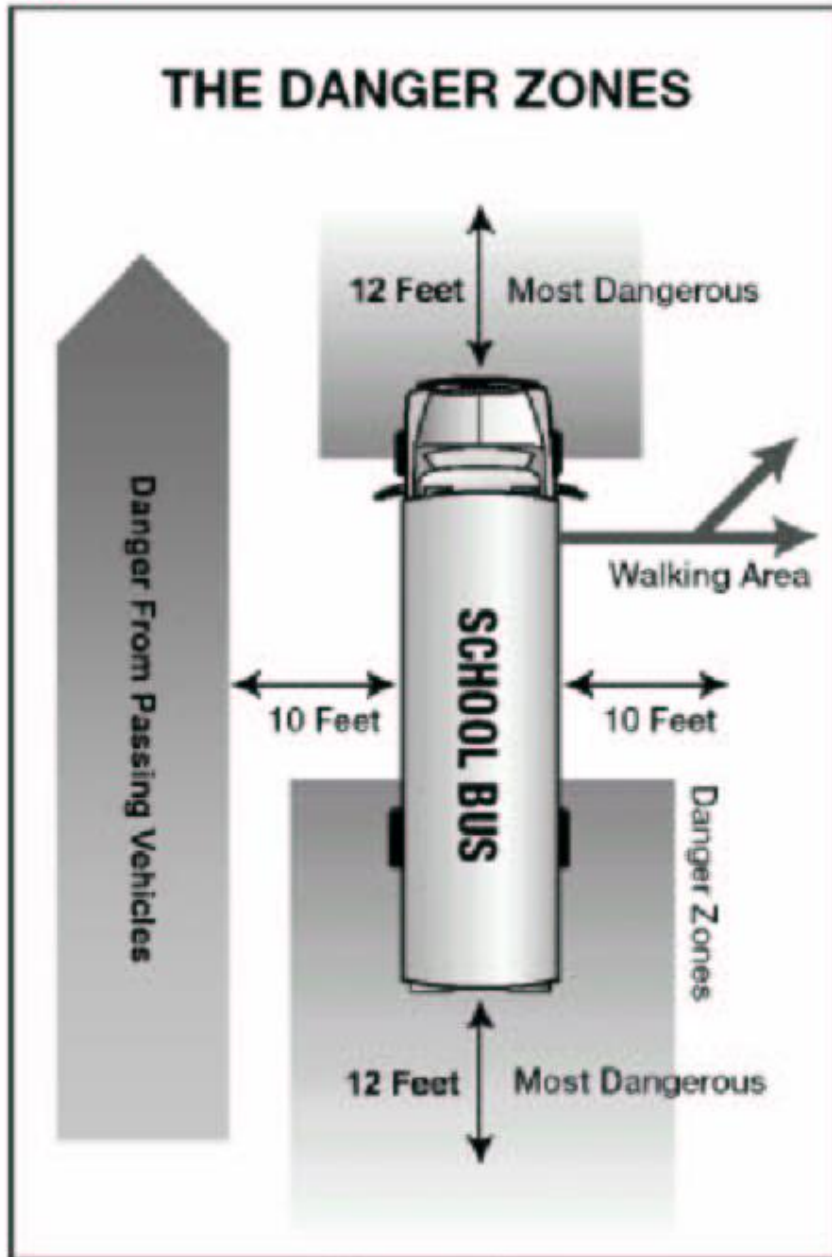


Figure 10.1

<http://mva.state.md.us/Resources/SchoolBusManual.pdf>