



PARENT/STUDENT HANDBOOK 2023-2024



Where to go for more information

- A child's teacher is the best source of information for questions about the teaching and learning activities taking place in the classroom.
- The school principal can answer questions about the overall school program and school activities. A copy of the Board of
- Education Policy Manual is available on the District website, www.pcssd.org.
- If a child is required to take medicine at school **in order to attend school**, the school nurse or school office staff will provide the forms required before the medicine may be administered by school employees.
- If a parent needs information about school organizations, call the school or Central Office at 501-234-2000.

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

Student Name _____ Grade _____

School _____

The Pulaski County Special School District has made available the Parent/Student Handbook Including Conduct and Discipline online for viewing and downloading. The Handbook is available at www.pcssd.org > Menu > Documents > Families > Parent Resources > District Handbooks > 2023-2024 Parent/Student Handbook.

We acknowledge that we have been informed that the PCSSD Parent/Student Handbook is located online and available for viewing and downloading. We have also been informed of our right to request a hard copy of the Parent/Student Handbook.

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

The signatures below certify that you and your student received information in regard to accessing the Parent/Student Handbook from the school he/she attends. Please sign and return to the student's homeroom teacher within 1 week after the student receives it.

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

Student Signature _____

Parent/Guardian Signature _____

Date _____

DETACH ALONG PERFORATED LINE

ARKANSAS GRADUATION REQUIREMENTS SMART CORE INFORMATION

For current Arkansas Graduation Requirements, please visit dese.ade.arkansas.gov

English – 4 credits

- 9th grade English*
- 10th grade English*
- 11th grade English*
- 12th grade English*

Mathematics – 4 credits (or 3 credits of math and 1 credit of computer science)**

- Algebra I*
- Geometry*
- Algebra II*
- ADE approved 4th math credit or Computer Science Flex – 1 credit

Science – 3 credits (or 1 biology, 1 physical science, and 1 computer science)**

- ADE approved biology – 1 credit
- ADE approved physical science – 1 credit
- ADE approved third science or computer science flex – 1 credit

Social Studies – 3 credits

- Civics* – ½ credit
- World History* – 1 credit
- American History* – 1 credit
- Other social studies* – ½ credit

Oral Communications* – ½ credit

Physical Education* – ½ credit

Health and Safety* – ½ credit

Economics and Personal Finance* – ½ credit (may be counted toward social studies or Career Focus)

Fine Arts* – ½ credit

Career Focus* – 6 credits

Personal Finance – A.C.A. § 6-16-135 requires students to complete a course that includes specific personal finance standards in either grades 9, 10, 11, or 12.

***Category course options as listed on the ADE Smart Core Course Code List**

****Computer Science – (optional)** A flex credit of an approved computer science (any course starting with 465 or 565) may replace the 4th math requirement or the 3rd science requirement. Two distinct credits of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. Once the 4th math requirement and the 3rd science requirements have been met, any additional computer science credits will be recognized as Career Focus credits.

Each high school student shall be required to take at least 1 digital learning course for credit to graduate. Smart Core is the default graduation requirement for all students; therefore, signatures are no longer required to participate. Schools should develop Students Success Plans beginning in 8th grade for all students in accordance with Smart Core requirements.

Arkansas Department of Education—May 9, 2019

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

Name of Student: _____
Name of Parent/Guardian: _____
Name of District: _____
Name of School: _____

Smart Core is Arkansas's college- and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college and career-readiness. All students should supplement additional rigorous coursework within their career focus.

Failure to complete the Smart Core Curriculum for graduation *may* result in negative consequences such as conditional admission to college and ineligibility for some scholarship programs.

STATE MINIMUM GRADUATION REQUIREMENTS

English – 4 credits

- 9th Grade English*
- 10th Grade English*
- 11th Grade English*
- 12th Grade English or Transitional English 12*

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

- Algebra I (or Algebra I-Part A & Algebra I-Part B - *each may be counted as one credit of the 4-credit requirement*)
- Geometry (or Geometry-Part A & Geometry-Part B - *each may be counted as one credit of the 4-credit requirement*)
 - *(All math credits must build on the base of algebra and geometry knowledge and skills.)*

Science – 3 credits (or 1 biology, 1 physical science, and 1 Computer Science)**

- ADE approved biology - 1 credit
- ADE approved physical science - 1 credit
- ADE approved third science or Computer Science Flex - 1 credit

Social Studies – 3 credits

- Civics* - ½ credit
- World History* - 1 credit
- American History* - 1 credit
- other social studies* - ½ credit

Oral Communications – ½ credit

Physical Education – ½ credit

Health and Safety – ½ credit

Economics and Personal Finance – ½ credit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ credit

Career Focus – 6 credits

Personal Finance* – Beginning with the freshmen class of 2017-18, A.C.A. § 6-16-135 requires students to complete a course that includes specific personal finance standards in either grades 9, 10, 11, or 12.

***Category course options as listed under each applicable subject area in the ADE Course Code Management System**

****Computer Science – Beginning with the entering ninth grade class of 2022-2023, a public high school student shall be required to earn one (1) unit of credit in an ADE-approved high school computer science course before the student graduates (A.C.A. § 6-16-152).** A flex credit of an approved Computer Science (any course starting with 465 or 565) may replace the 4th math requirement or the 3rd science requirement. Two distinct credits of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. Once the 4th math requirement and the 3rd science requirements have been met, any additional computer science credits will be recognized as career focus credits.

Each high school student shall be required to take at least one digital learning course for credit to graduate.

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core Curriculum and am choosing to waive the Smart Core curriculum. I understand the potential negative consequences of this action as outlined on this form.

Parent/Guardian/Adult Student Signature

Date

School Official Signature

Date

Arkansas Department of Education—February 23, 2022

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

PARENT/STUDENT HANDBOOK

Including Conduct and Discipline

Charles McNulty, PhD.
Superintendent

Pulaski County Special School District
925 East Dixon Road
Little Rock, Arkansas 72206
501-234-2000
www.pcssd.org

Board of Education Disclaimer Statement

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

For Your Information

Pulaski County Special School District (PCSSD) shall adhere to the policies set forth in the Parent/Student Handbook for student conduct and discipline, as revised after consultation with appropriate standing committees, to ensure that students are disciplined in a fair and equitable manner.

Discipline Management Plan Statement

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

Health and Safety Disclaimer

PCSSD, in its sole discretion, reserves the right to amend, alter, modify, or supplement the regulations contained herein the Parent/Student Handbook with or without prior notice. PCSSD will comply with all rules and regulations from the Arkansas Department of Health, Arkansas Department of Education, and the Centers for Disease Control.

TABLE OF CONTENTS

I. General Information

Foreword	6
A. School Visitors	7
B. Contact with Students while at School	7
C. Search and Seizure	8
D. Interrogation and Removal from School by Legal Authorities	9
E. Arkansas Activities Association Eligibility Requirements	10
F. Non-Curricular Activities/Equal Access	10
G. Parent, Family, and Community Engagement Plans	10
H. Non-Discrimination Policy	13
I. Student Dress and Grooming	14
J. Evacuations	14
K. Student Transfers	15
L. Medicaid Billing for Hearing and Vision Screenings	15
M. Parental Notice to Access Public Insurance	16

II. Academics

A. Curriculum and Evaluation Equity	18
B. Parent-Teacher Conferences	18
C. Grading	18
D. Homework Policy	20
E. Make-Up Work	21
F. Progress Reports	22
G. Student Promotion and Retention	22
H. Digital Course Offerings	24
I. Smart Core Curriculum and Graduation Requirements for the Class of 2024, and 2025	25
J. Smart Core Curriculum and Graduation Requirements for the Class of 2026	28
K. Smart Core Curriculum and Graduation Requirements for the Class of 2027 and Thereafter	32
L. Graduation Exercises	35
M. Honor Roll and Honor Graduates	36
N. Notice of Students' Records/Directory Information	37
O. Alternative Learning Environments	39
P. Advancement Via Individual Determination (AVID)	40
Q. Academic Dishonesty	40
R. Responsibility for District Issued/Owned Instructional Materials	41

III. Attendance

A. Compulsory Attendance Ages	43
B. Entrance Age Requirements	43
C. Uniformed Service Members Children	44

D. Classroom Assignment of Multiple Birth Siblings	45
E. School Admissions	45
F. Absences	46
G. Tardy Policy	47
H. Alternate Method of Instruction (AMI)	48
IV. Student Services	
A. Locks, Lockers, Desks, and Other Student Storage Facilities	50
B. Health Services	50
C. Student Nutrition	53
D. Transportation	56
V. Other Policies	
A. Parent/Student Process for Complaints/Appeals	58
B. Procedures for School Investigations	58
C. Procedures for Filing Sexual Harassment Complaints	59
D. Expression	60
E. Assembly	61
F. Patriotic and Religious Exercises	61
G. Artificial intelligence Tools	61
VI. Student Conduct	
A. Response to Intervention (RTI)	64
B. Positive Behavioral Intervention and Support (PBIS)	64
C. Discipline Management Plan (DMP)	64
D. Restorative Practice	64
E. Consequences and Infractions	65
F. In School Suspension - Secondary Only	70
G. Detention Hall	70
H. Out-of-School Suspension	70
I. Probation	71
J. Expulsion	71
K. Discipline of Students Under the IDEA and Section 504	72
Definitions	75

Section I. General Information



FOREWORD

The Pulaski County Special School District (PCSSD) Board of Education, professional staff, and I are honored to work with your student and your family to build an educational institution where excellence thrives throughout our schools and communities.

Public schools serve the interests of the individual student as well as the community of learners who walk through our doors each day. We must be held to a higher standard than other institutions because failure is not an option. Our success impacts not only the present, but also the future of our students and our communities. Public schools are different because we must ensure that excellence and equity are paired together in order to serve as the foundation of a democratic government. Finally, our schools are different because we seek opportunities to place our students in a position to grow and develop as future citizens who contribute to the economic and social vitality of our communities.

It is with great pride that I continue working with PCSSD to continue instilling excellence with all student scholars, award-winning schools, champion athletic teams, and honored professionals who step out from the norm to excel and innovate for a better future for all of us. You will continue to see PCSSD support our students with innovative instructional approaches, technology, and facilities that unleash each and every student's potential.

In this year's handbook, you will find information and resources that both you and your student can use to excel this school year. Our hard-working professional staff is here to support your student to become an empowered learner. Feel free to ask questions of our professionals and if there is anything my office can do to support you and your student.

Charles McNulty, Ph.D.
Superintendent of Schools

This handbook is provided to you because we believe that students and their parents have a right to know the rules and consequences of the Pulaski County Special School District. PCSSD Board of Education adopted discipline guidelines that are fair and equitable to ensure all students are provided a quality education. The policies and procedures addressed in this handbook are critical to establishing an environment conducive to learning at each school and throughout the District. It is impossible to list a rule for every situation that may arise at school, on the bus, or school sponsored activities. Therefore, students and parents must expect rules and practices to be developed that meet local, state, and federal guidelines. These regulations will be communicated to students and parents. It is imperative that each student and parent/guardian is knowledgeable of these rules of conduct.

State law (A.C.A. § 6-18-505) requires documentation of student and parent receipt of student discipline policies. Required forms must be signed. By doing so, parents and students are signifying they have received the Parent/Student Handbook and are aware of the District's rules, policies, and procedures. Parents will also have the option of downloading the handbook from the [Pulaski County Special School District](#) website. If you need anything, please contact the Office of Equity and Pupil Services at 501-234-2021.

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

A. School Visitors (See [Board Policy 6.5](#))

Parents/guardians/persons standing in loco parentis, grandparents, businesses, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in [Policy 6.10](#).

Parents/guardians/persons standing in loco parentis are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge.

Visitors, including parents/guardians/persons standing in loco parentis, wishing to speak with students during the school day shall register first with the office. Visitors, including parents/guardians/persons standing in loco parentis, who visit the school for school-sanctioned events may use a device for the purpose of recording audio or video or take photographs to capture performances or the like, which includes their child(ren).

Visitors to the school are directed not to use a device to:

- Record audio or video or take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms; or
- Create, send, share, capture, or post audio, video, or photographs of District students unless the visitor:
 - Has received permission to do so from someone authorized to grant such permission on behalf of the student or the student if the student is 18 years old;
 - Received authorization from the District to do so on behalf of the District; or
 - Is required to do so as part of the individual's job duties, including as a member of the media.

The District has the right to ask disruptive visitors to leave its school campuses. If disruptive visitors refuse to leave school property when requested to do so, principals are authorized to seek the assistance of law enforcement officers.

B. Contact with Students While at School (See [Board Policy 4.15](#))

Contact by Parents

Parents/guardians/persons standing in loco parentis who wish to speak to their children during the school day must first register with the office.

Contact by Non-Custodial Parents

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or his/her designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered documents or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents must provide the principal a date-stamped copy of current court orders granting visitation in order to eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours.

The transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, cannot take place on school property on normal school days during normal hours of school operation, unless prior arrangements have been made with the principal.

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

Arkansas Department of Human Services (DHS) employees, local law enforcement, or agents of the Crimes Against Children Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a 72 hour hold without first obtaining a court order. Except as provided above, other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission from the parents/guardians/persons standing in loco parentis of a student (or the student if above 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/guardian/person standing in loco parentis. The principal or designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent/guardian/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 Arkansas State Police, or an investigator or employee of DHS.

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, 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/guardian/person standing in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent/guardian/person standing in loco parentis, he/she shall make a reasonable, good faith effort to get a message to the parent/guardian/person standing in loco parentis and leave both a day and an after hours telephone number.

Contact by Professional Licensure Standards Board Investigators

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

C. Search and Seizure (See [Board Policy 4.32](#))

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

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

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

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

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

On the day of a search, metal detectors will be used for general scanning in all schools to search all students who are present. School employees who are not wearing ID badges and patrons may be subject to scanning when entering a school building during the day. All individuals may be subject to general scanning when entering buildings, gymnasiums, and stadiums for events and activities scheduled outside the school day. If weapons or illegal substances are found during the process of scanning, District policy, local, state, and federal laws will be followed.

Procedures for scanning are as follows:

1. Each principal will have a prepared plan for general scanning in their buildings.
2. The conduct of scan searches will follow these listed procedures:
 - a. The metal detector will be passed over the student on each side, front, and back.
 - b. If any metal is registered, the student may be:
 - i. instructed to empty his/her pockets;
 - ii. instructed to pull up his/her pant leg so that socks and shoes may be checked;
 - iii. asked to take off jackets to be hand searched;
 - iv. asked to submit purses/book bags for search; or
 - v. asked to turn a belt buckle over to expose the backside in order to ensure that no weapon is concealed.

Once the object that caused the alarm is located, and the alarm does not sound when passed over the student, the search will stop.

3. If after completing these procedures there is still a reasonable belief that the student is concealing a weapon on his/her person based on the sounds produced by the metal detector, the student may be asked to accompany an administrator to the office. In the privacy of an office and with a teacher of the same sex present as a witness, the student will be asked to produce any weapon or metal items on his/her person. At no time will a strip search be conducted. The search will be conducted in private and in the presence of an adult witness of the same sex.

If the above measures do not yield the object that is causing the detector to indicate the presence of an object, then the student's parent/guardian/person standing in loco parentis will be contacted and the student will be detained until the parent/guardian/person standing in loco parentis comes to school. If the parent/guardian/person standing in loco parentis will not or cannot aid in locating the object that is present, the parent/guardian/person standing in loco parentis will be informed that police will be contacted for assistance.

4. The media will not be present during scanning activities, nor will pictures be taken of students who are being scanned.

D. Interrogation and Removal from School by Legal Authorities (See [Board Policy 4.32](#))

Students have the right to be advised of their rights:

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

The principal or designee shall give the parent/guardian/person standing in loco parentis notice that the student has

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

If the principal or designee is unable to reach the parent/guardian/person standing in loco parentis, he/she shall make a reasonable, good faith effort to get a message to the parent/guardian/person standing in loco parentis and leave both a day and an after hours telephone number.

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

E. Arkansas Activities Association Eligibility Requirements

Student athletes are subject to the eligibility requirements of the Arkansas Activities Association and PCSSD. Please see your coach or the school athletic director if you have any questions.

F. Non-Curricular Activities/Equal Access (See [Board Policy 4.12](#))

Non-curriculum-related secondary school student organizations wishing to conduct meetings on school premises during non-instructional time shall not be denied equal access on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

1. The meeting is to be voluntary and student initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. The meeting must occur during non-instructional time;
4. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.

All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's age, race, creed, color, sex, religion, national origin, disability, or veterans. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity, or sport program. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.

G. Parent, Family, and Community Engagement Plans (See [Board Policy 6.11](#))

PCSSD understands the importance of involving parents/guardians/persons standing in loco parentis, families, and the community as a whole in promoting higher student achievement and general goodwill between the District and those it serves. Therefore, the District shall strive to develop and maintain the capacity for meaningful and productive parent/guardian/person standing in loco parentis, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents/guardians/persons standing in loco parentis, families, and the community. To achieve such ends, the District shall work to:

1. Involve parents/guardians/persons standing in loco parentis, families, and the community in the development of the long-range planning of the district;
2. Give the schools in the District the support necessary to enable them to plan and implement effective parental, family, and community engagement activities;

3. Have a coordinated engagement program where the engagement activities of the District enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents/guardians/persons standing in loco parentis, families, and the community the state's academic and achievement standards, state and local student assessments, and how the District's curriculum is aligned with the state's academic standards and assessments and how parents/guardians/persons standing in loco parentis, families, and the community can work with the District to improve students' academic achievement;
5. Provide parents/guardians/persons standing in loco parentis and families with the materials and training they need to be better able to help their child achieve. The District may use parent resource centers or other community-based organizations to foster parent/guardian/person standing in loco parentis and family engagement and provide literacy and technology training to parents/guardians/persons standing in loco parentis.
6. Educate District staff, with the assistance of parents/guardians/persons standing in loco parentis, in ways to work and communicate with parents/guardians/persons standing in loco parentis and to know how to implement parents/guardians/persons standing in loco parentis, family, and community engagement programs that will promote positive partnerships between the school and parents/guardians/persons standing in loco parentis, families, and the community;
7. Keep parents/guardians/persons standing in loco parentis, families, and the community informed about parental, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents/guardians/persons standing in loco parentis and families can understand;
8. Find ways to eliminate barriers that work to keep parents/guardians/persons standing in loco parentis and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parents/guardians/persons standing in loco parentis, family, and community engagement programs to suit the needs of our district;
10. Train parents/guardians/persons standing in loco parentis, families, and the community to enhance and promote the involvement of other parents/guardians/persons standing in loco parentis, families, and members of the community;
11. Provide reasonable support for other parents/guardians/persons standing in loco parentis, family, and community engagement activities as parents/guardians/persons standing in loco parentis, families, and the community may reasonably request.

To ensure the continued improvement of the district's parent/guardian/person standing in loco parentis, family, and community engagement program, the District will conduct an annual review of its parent/guardian/person standing in loco parentis, family, and community engagement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents/guardians/persons standing in loco parentis and other community members, certified and classified staff, and member(s) of the administration.

Goal 1

The District fosters effective parental involvement strategies and supports partnerships among schools, parents/guardians/persons standing in loco parentis, and the community to improve student achievement.

- PCSSD's Title I Parent Coordinator will foster effective parental involvement strategies, coordinate parental involvement activities with those of other programs, and support partnerships among the school, parents/guardians/persons standing in loco parentis, and the community to improve student achievement.
- The District Parent Involvement Policy will be placed on the PCSSD homepage for parents/guardians/persons standing in loco parentis to access the plan.

- Each school will establish a Parent Facilitator to oversee Parental Involvement implementation.
- A survey (annual review) of the effectiveness of the parental involvement policy will be utilized to get feedback. The Parental Involvement Survey from the previous year will be analyzed to meet the needs of the parents/guardians/persons standing in loco parentis better.
- In addition, a perception survey will be sent to all parents/guardians/persons standing in loco parentis to determine perceptions of each school's effectiveness.
- PCSSD will reserve a minimum of 1% of the District's Title I, Part A allocation for parental involvement.
- Schools will involve parents/guardians/persons standing in loco parentis in annual meetings led by the school's parent involvement facilitator to review the school parent involvement plan.

Goal 2

The District provides coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement.

- The English as a Second Language Coordinator will ensure, to the extent possible, that information is sent home in a language and form that parents/guardians/persons standing in loco parentis can understand.
- Each school's parent involvement policy is posted on the district website, which provides translation into 12 different languages.
- The Title I Parent Coordinator will enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents/guardians/persons standing in loco parentis as equal partners.
- The District will monitor each Title I, Part A school to ensure that each school performs the following tasks:
 1. The school parent facilitator will assist with the development of the school's parental involvement policy. The school parent facilitator will provide an electronic copy of the school's parent involvement policy to the District Title I Parent Coordinator. Each school's plan will be placed on PCSSD's webpage and will be distributed at school parent involvement meetings.
 2. School Parent Facilitators will offer flexible meeting times.
 3. Each school's parent facilitator and principal will provide information to parents/guardians/persons standing in loco parentis about the school's program.
 4. Each Title I school's parent facilitator and principal will develop and use the School-Parent Compact, which describes how the school staff, parents/guardians/persons standing in loco parentis, and students will share the responsibility for improved student academic achievement.
 5. Provide training for parents/guardians/persons standing in loco parentis in working with their children to improve academic achievement.
 6. Encourage parents/guardians/persons standing in loco parentis to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts.
 7. Encourage parent/guardian/person standing in loco parentis participation through creative scheduling of activities through strategies such as holding meetings at a variety of times in the morning or evening.
 8. The school's parent facilitator will provide materials and training to help parents/guardians/persons standing in loco parentis work with their children to improve academic achievement. Each Title I school will provide the dates of the training, the topics that will be covered, the name of the facilitator, and their contact number in their individual school plan.
- Parental Involvement training will be held to train Parent Facilitators on effective Parental Involvement practices. Parent Facilitators will take the information back to the local school.
- Training will be conducted to train Administrators in every building in dealing with better ways of Communicating with Parents.

Goal 3

The District builds the school's capacity for strong parental involvement.

- The school's parent facilitator and principal will provide information to participating parents/guardians/persons standing in loco parentis in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A.
- The school's parent facilitator will assist in developing parents/guardians/persons standing in loco parentis engagement groups at their school.
- The District Title I Parent Coordinator and school parent facilitators will involve parents/guardians/persons standing in loco parentis through an annual survey to improve school effectiveness.
- Approve reasonable and necessary expenses associated with parental involvement activities.
- Provide any reasonable support for parental involvement at the request of participating Title I, Part A schools

Goal 4

The District conducts, with the involvement of parents/guardians/persons standing in loco parentis, an ongoing evaluation of the content and effectiveness of the parental involvement policy as it relates to strategies for increasing parental participation and identifying barriers to greater participation.

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

Goal 5

The District will involve parents/guardians/persons standing in loco parentis in the joint development of the district Title I Application under section 111.

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

To ensure the continued improvement of the District's parental/community involvement program, the District will conduct an annual review of its parental involvement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents/guardians/persons standing in loco parentis and other community members, certified and classified staff, and member(s) of the administration.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

H. Non-Discrimination Policy

It is the policy of PCSSD to provide equal opportunities without regard to age, race, creed, color, sex, religion, national origin, disability, or veterans in its educational programs and activities, educational services, financial aid, and employment.

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

No student in PCSSD shall, on the grounds of age, race, creed, color, sex, religion, national origin, disability, or veterans, be excluded from participation in, or denied the benefits of, or subjected to discrimination in any educational program or activity sponsored by the District.

The District simply will not tolerate discrimination that includes misconduct by employees toward students that includes, but is not limited to, the singling out and/or different treatment of individual students or groups of students, and any other harassment based on age, race, creed, color, sex, religion, national origin, disability, or veterans. Any student who believes he/she has been subjected to discrimination should report the incident immediately to the school principal or to the District office listed below. The District will investigate.

PCSSD reminds all employees of their duty to report all allegations of discrimination based on age, race, creed, color, sex, religion, national origin, disability, or veterans immediately upon becoming aware of them to the designated department listed below. Students and employees who are found to have engaged in acts of discrimination, and employees who fail to report suspected discrimination to the designated department listed below, will be promptly disciplined. That discipline may include, if circumstances warrant, suspension or expulsion of a student and suspension or termination of an employee. Additionally, students or employees who retaliate against individuals who report discrimination will be promptly disciplined.

Inquiries concerning this policy may be referred to:

Dr. Janice Warren
Assistant Superintendent of Equity and Pupil Services
Pulaski County Special School District
925 E. Dixon Road
Little Rock, AR 72206
501-234-2015
jwarren@pcssd.org

I. Student Dress and Grooming (See [Board Policy 4.25](#))

The general standards of appearance for students are that they are clean, neat, and properly dressed. They are to observe modes of dress, styles of hair, and standards of personal grooming which are in conformity with the studious atmosphere necessary in schools. It is the responsibility of each principal to see that no student's dress is extreme to the point of creating a disturbance of the educational atmosphere. If the principal or the teacher determines that a student's dress or grooming is unacceptable, adequate time will be allowed for the student to make proper adjustments. However, if a student continues to ignore acceptable standards, he will be subject to disciplinary action.

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

All schools will provide parents with a copy of the dress code. Secondary students are required to wear District issued ID badges that are visible during school and on the bus.

J. Evacuations

In order to be better prepared in case of an emergency, PCSSD has diligently formed an evacuation plan for each school. In addition to locating an alternate school to which we can transport your child, the District's Emergency Preparedness Committee has also developed some districtwide rules that will be implemented in the event that your

child must be relocated due to an emergency (i.e.: chemical spill, plane crash, train derailment, etc.)

1. Immediately upon notification of an evacuation order, school administrators and teachers will begin loading students onto buses and sending them to the receiving school. There will be at least 1 teacher on each bus.
2. Once the sending school has been notified of the need for evacuation, no student will be released to his/her parent/guardian/person standing in loco parentis until the child has been checked in at the receiving school.
3. No student will be allowed to be removed from a bus at any time.
4. Once at the receiving school, administrators and teachers will begin checking students in and releasing students to parent/guardian/person standing in loco parentis as quickly as possible.
5. Your child will only be released to someone other than a parent/guardian/person standing in loco parentis if that person has a written consent containing the parent/guardian/person standing in loco parentis's signature.
6. Once you arrive at the alternate location, there will be information on how to most effectively check out your child, including where to go, traffic instructions, and how to secure your child.

If your child attends school at the receiving school, a parent/guardian/person standing in loco parentis may check out his/her child following the usual procedures, unless otherwise notified. Please be aware that traffic flow may be altered, as well as pick-up sights, in order to accommodate the sending school's students.

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

K. Student Transfers (See [Board Policy 4.4](#))

Intradistrict Permit Application to Transfer

Students may be allowed to transfer to a different school within the PCSSD attendance zone by completing an intradistrict permit application. All permitted transfers provided by these exceptions will be subject to program capacity at the school to which the transfer is requested and student assignment guidelines. Transportation is not provided.

Arkansas Public School Choice Act of 2015

Students may be allowed to transfer to a non-resident school district for school attendance pursuant to the Arkansas Public School Choice Act of 2015. Transportation is not provided. Applications are accepted between January 1 and May 1 of each school year for the following school year.

Overflow Transfers

The District reserves the right to assign students to a neighboring school within the District when capacity has been reached at the attendance zoned school. Transportation is provided.

L. Medicaid Billing for Hearing and Vision Screenings

Hearing and vision screenings are provided as required by Arkansas state law for students in Pre-K, Kindergarten, 1st, 2nd, 4th, 6th, and 8th grades, transfer students, new students, referrals by teacher, or parent/guardian/person standing in loco parentis request. Parents/guardians/persons standing in loco parentis will be notified if further examination by a doctor is indicated. The intent of the exams or screenings is to detect possible deficits in hearing and/or vision that would adversely affect the student's ability to achieve his/her full potential.

Medicaid will be billed, where applicable, for hearing and vision screenings conducted by the District. Your child's confidential information cannot be disclosed without your consent. Under the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA), parental consent must be obtained before the school district discloses your child's personally identifiable information to DHS, Division of Medical

Services, Arkansas Medicaid, or Medicaid billing agencies for the purpose of billing for Medicaid reimbursement. The personally identifiable information that may be disclosed could include: student's name, date of birth, social security number, Medicaid ID, disability, Individualized Educational Plan (IEP) and evaluations, type of service(s), times and dates services were delivered, and progress notes.

Parents/guardians/persons standing in loco parentis may object to allowing the District to seek Medicaid reimbursement for hearing and vision screenings by completing the [PCSSD Parent/Guardian Objection to Hearing & Vision Medicaid Billing Form](#).

M. Parental Notice to Access Public Insurance

Parents/guardians/persons standing in loco parentis of a child with a disability are provided rights and protections under Part B of IDEA to make an informed decision about giving consent to allow the District to access your or your child's public benefits or insurance, such as Medicaid, to help pay for health services provided by the District. This information must be provided before the District obtains your consent for the first time and annually thereafter. These rights include:

1. Your child's confidential information cannot be disclosed without your consent. Under FERPA and IDEA, parental consent must be obtained before the District discloses your child's personally identifiable information to DHS, Division of Medical Services, Arkansas Medicaid, or Medicaid billing agencies for the purpose of billing for Medicaid reimbursement. The personally identifiable information that may be disclosed could include: student's name, date of birth, social security number, Medicaid ID, disability, IEP and evaluations, type of service(s), times and dates services were delivered, and progress notes.
2. Your child has a right to special education and related services at no cost to you. This means that, with regard to services required to provide a Free Appropriate Public Education (FAPE) to an eligible child under IDEA, the District:
 - a. May not require parents/guardians/person standing in loco parentis to sign up for, or enroll in, public benefits or insurance programs in order for their child to receive FAPE;
 - b. May not require parents/guardians/person standing in loco parentis to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided, but may pay the cost that the parents/guardians/persons standing in loco parentis otherwise would be required to pay;
 - c. May not use a child's benefits under a public benefits or insurance program if that use would:
 - i. Decrease available lifetime coverage or any other insured benefit;
 - ii. Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school;
 - iii. Increase premiums or lead to the discontinuance of benefits or insurance; or
 - iv. Risk loss of eligibility for home and community based waivers, based on total health related expenditures.
3. You may withdraw consent at any time. Once you have given consent for disclosure of confidential information about your child to DHS, Division of Medical Services, Arkansas Medicaid, or Medicaid billing agencies, you have a legal right under the FERPA and IDEA regulations to withdraw that consent at any time.
4. If you refuse to provide consent for the disclosure of personally identifiable information for the purpose of billing Medicaid, or, if you give consent but then later withdraw consent, that does not relieve the District of its responsibility to ensure that all required services under IDEA are provided at no cost to the parents/guardians/person standing in loco parentis.

Section II. Academics



A. Curriculum and Evaluation Equity

Students have the right to a meaningful curriculum, to express their opinion in its development, and access guides and course outlines.

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

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

Students and parents/guardians/persons standing in loco parentis have the right and responsibility to initiate conferences with teachers concerning student classroom performance. Parents/guardians/persons standing in loco parentis have the responsibility to respond promptly to teacher notification of unsatisfactory academic performance or unsatisfactory conduct on the part of the student.

Both students and teachers have the right to be treated with dignity.

B. Parent-Teacher Conferences (See [Board Policy 5.15P1](#))

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

C. Grading (See [Board Policy 5.15P1](#))

Grades measure academic progress. Elementary schools will use report cards appropriate to the grade level being reported. Secondary grades will be reported by computer printout. Grades are assigned to students based on the extent to which a student has achieved the academic objectives of the course. The Arkansas Department of Education also allows for grades to be issued based on student learning expectations.

The grading scale for all schools, as provided by the Division of Elementary and Secondary Education (DESE) [Rules Governing Grading and Course Credit](#), shall be as follows:

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

The grade point values for AP, approved course for weighted credit, International Baccalaureate (IB), and approved honor courses shall be 1 point greater than for regular courses, with the exception that an F shall still be worth 0 points.

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

Example: The grading period had 40 days. A student transferred in with a grade of 83% earned in 10 days at the previous school. The student had a grade of 75% in our District's school earned in the remaining 30 days of the grading period. 10 days is 25% of 40 days while 30 days is 75% of 40 days. Thus the final grade would be $.25(83) + .75(75) = 77\%$ or $(0.25 \times 83) + (0.75 \times 75) = 77\%$.

Elementary Education

PCSSD recognizes that the reporting system at the elementary level did not coincide with the Arkansas Academic Standards that are now mandated to be used in Arkansas public schools. The District began work on a new reporting system for Kindergarten through fifth grade. The new reporting system will be standards-based. A rubric will be used to report student progress and the level of mastery that each student has obtained. Specific standards at each level will be marked for each student once every 9-week grading period. Standards-based report cards will be issued in grades K-3. It is the intent of the District that the new reporting system will be more comprehensive and provide K-3 students and parents/guardians/persons standing in loco parentis with more defined information on the academic progress of each student at those grade levels. Letter grade report cards will be issued in grades 4 and 5.

Secondary Education

Individual teachers determine the criteria for factoring student grades. This criteria is to be explained to students and parents/guardians/persons standing in loco parentis. For purposes of conversion of grade points into letter grades, quality points will be rounded to the nearest whole number.

Middle School Courses

1. A student must have the arithmetic mean using the following formula that results in a 60% or above in order to pass a semester/class. $[9 \text{ weeks grade} + 9 \text{ weeks grade}] / 2 = \text{semester percentage}$
 - a. Example: A student earns an 84% for the 3rd 9 weeks and a 91% for the 4th 9 weeks. The two grades are added together to 175. Then, the total of 175 would then be divided by 2 resulting in 88%
2. In regular courses student grade points are based on the numerical value of grades as follows:
A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

High School Credited Courses

1. To pass a course a student must have the arithmetic mean using the following formula that results in a 60% or above. $[9 \text{ weeks grade} \times 2 + 9 \text{ weeks grade} \times 2 + \text{semester test}] / 5 = \text{semester percentage}$
 - a. Example: A student earns an 84% for the 3rd 9 weeks, a 91% for the 4th 9 weeks, and a test score of 88%. The 5 grades will be added together resulting in 438. Then, the total of 438 will be divided by 5 resulting in a final grade of 88%.
2. In regular courses student grade points are based on the numerical value of grades as follows:
A = 4 points
B = 3 points
C = 2 points

D = 1 point
F = 0 points

Students enrolled in high school credited courses, including those offered at the middle school level, qualify to be exempt from taking the semester test in a class when they have:

1. maintained at least a "B" average for the semester;
2. 4 or less unexcused absences; and
3. not been suspended from school.

Semester grades for exempt students will be determined by an average of the two quarters (9-weeks).

Advanced Placement (AP) Courses (See [Board Policy 5.21](#))

Students who take AP courses or concurrent credit college courses approved for weighted credit by the DESE will be graded on the same grading scale.

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

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

For a student to be eligible to receive weighted credit for an AP 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 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 course.

Students who transfer into the district will be given weighted credit for the AP courses approved by the Arkansas Department of Education (ADE), or concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

Students participating in AP courses are expected to take the AP test, but the student's score on the exam does not affect their grade for the course. All students are on a level playing field regarding their grade point average (GPA) for college applications because the state has standardized the timing of awarding weighted credit.

The grades of a child in foster care shall not be lowered due to an absence from school due to:

1. A change in the child's school enrollment;
2. The child's attendance at a dependency/neglect court proceeding; or
3. The child's attendance at court-ordered counseling or treatment.

D. Homework Policy (See [Board Policy 5.14P](#))

The term homework refers to an assignment to be completed outside of class or an assignment which requires further individual work in study hall or at home. The School Board recognized homework is an important part of the

educational process and should meet, at a minimum, the following objectives:

- Improvement of learning processes;
- Aid in mastery of skills; and
- The creation and stimulation of interest on the part of the students.

The School Board also recognizes that learning activities in the life of a student are not restricted to the classroom or homework assignments. Participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests are factors to be considered by teachers in planning assignments.

General Guidelines

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

Limitations

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

E. Make-up Work (See [Board Policy 4.8](#))

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

1. Students or parents/guardians/persons standing in loco parentis are responsible for asking the teachers of the classes they missed what assignments they need to make up on the student's first day back at school or their first class day after their return.
2. Teachers are responsible for providing the missed assignments when asked by a returning student or the student's parent/guardian/person standing in loco parentis.
3. 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.
4. Students shall have one class day to make up their work for each class day they are absent, at the discretion of the teacher.
5. Make-up work that is not turned in within the make-up schedule for that assignment shall be graded at the discretion of the teacher.
6. Students are responsible for turning in their make-up work without the teacher having to ask for it.
7. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return, unless otherwise advised by the teacher.
8. As required/permitted by the student's IEP or 504 Plan.

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

Students who are found to be out of their designated area for the 2nd time, will not be allowed to make up major classroom tests. Students will be allowed to make up work missed for the first suspension or any suspension of 2 days or less. 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.

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. This includes offering an expelled student an opportunity for enrollment in digital learning courses or other alternative educational courses that result in the receipt of academic credit that is at least equal to credit the expelled student may have received from the District if the student had not been expelled.

F. Progress Reports (See [Board Policy 5.15P1](#))

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

Parent-teacher conferences will occur once each semester based on the District calendar. School records will provide documentation of parent/guardian/person standing in loco parentis participation.

Personal communication between the teacher and parent/guardian/person standing in loco parentis may be through grade reports, parent-teacher conference, telephone conference, home visit, notes of commendation, or suggestion for improvement.

G. Student Promotion and Retention (See [Board Policy 4.55P](#))

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/guardians/persons standing in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian/person standing in loco parentis or the student if 18 or older. Additional parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

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

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

Students in 9th grade must earn at least 5.5 academic credits to be promoted to 10th grade. Students must earn 11 academic credits to be promoted to 11th grade, and 16.5 academic credits to be promoted to 12th grade. Students on a graduation plan for "on-time" graduation who earn the required credits for promotion to their appropriate grade classification may be reclassified at the next semester's grading period.

At the middle school level, a student is expected to progress annually from grade to grade. A student must pass both semesters of English, math, science, social studies, and grade-level electives to be promoted to the next grade level. Additionally, students, in the judgment of the professional staff, at risk of not reaching sufficient proficiency in basic skills to be potentially successful at the next grade level will be referred to the retention committee.

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

The retention committee's decision will be explained by the principal and teacher to parents/guardians/persons standing in loco parentis of the students. A modification plan, attached to the Student Success Plan (SSP), will be created for each retained student.

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

Each elementary/middle school shall have a biracial retention committee composed of:

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

If the conference attendees fail to agree concerning the student's placement, the final decision to promote or retain shall rest with the building principal. Parents/guardians/persons standing in loco parentis may appeal the promotion/retention by requesting a hearing with the building level principal. The building level decision to promote/retain may be appealed to the Superintendent or his/her designee.

Each student, 8th grade and above, shall have an SSP developed by school personnel in collaboration with the student's parents/guardians/persons standing in loco parentis 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. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

By the end of 8th grade, the student's SSP shall:

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

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

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

For students enrolled in PCSSD, an SSP will be created by the end of their 8th grade year. Students who enroll in the District in 9-12th grade will have an SSP put in place as soon as reasonably possible.

A student's 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/guardians/persons standing in loco parentis do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days, shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

H. Digital Course Offerings (See [Board Policy 5.11](#))

PCSSD offers a digital learning option to students as either a primary method of instruction, or to supplement traditional instruction. The courses are tailored to meet the needs of each student.

All digital learning courses provided to District students have been approved by ADE and meet or exceed the State Board of Education's curriculum standards.

Students must apply to take the digital course(s) at the beginning of Fall semester and the beginning of Spring semester. A student's parent/guardian/person standing in loco parentis must sign the application.

Students withdrawing from a class after the first day of the second 9 weeks of a semester will receive withdrew passing (WP) or withdrew failing (WF) and will not be eligible to enroll in the same course until the next semester.

All coursework and semester exams must be completed by the designated date. All grades will be posted to the student's transcript. Incomplete coursework will be recorded on the high school transcript as "F."

PCSSD may restrict a student's access to digital courses when the student's school principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance in digital courses. The student's school principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

Online learning options are available for high school students interested in graduating early, students who want to take courses not currently offered at PCSSD, and credit recovery. Some online courses, such as those listed in ACT

187 and Act 1280, are available free of charge. Meanwhile, other course offerings are available at an additional cost.

A counselor at the student's home school must initiate a referral to participate in these online learning options. The referral form must be signed by a counselor at the student's home school and delivered to the Central Office. If the student has an IEP or 504 Plan, the appropriate documentation must accompany the referral form.

I. Smart Core Curriculum and Graduation Requirements for the Class of 2024 and 2025 (See [Board Policy 4.45.P](#))

All students are required to participate in the Smart Core curriculum unless their parents/guardians/persons standing in loco parentis, or the students if they are 18 years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in 7th grade or when a 7th through 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 6th through 12th grades, and both students and parents/guardians/persons standing in loco parentis 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/guardians/persons standing in loco parentis 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 provided they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

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

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

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

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in [Policy](#)

[4.2—Entrance Requirements](#) including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

Graduation Requirements

The number of credits students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of 22 units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and graduation credits. Not all credits earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in 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.
- All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

Smart Core: 16 credits

- English: 4 credits – 9th, 10th, 11th, and 12th
- Oral Communications: ½ credit
- Mathematics: 4 credits (all students under Smart Core must take a mathematics course in 11th or 12th grade and complete Algebra II.)
 - Algebra I or Algebra A & B*, which may be taken in 7th and 8th grades or 8th and 9th grades;
 - Geometry or Geometry A & B*, which may be taken in 8th and 9th grades or 9th and 10th grades;
 - *A 2-year algebra equivalent or a 2-year geometry equivalent may each be counted as 2 credits of the 4 credit requirement for the purpose of meeting the graduation requirement, but only serve as 1 credit each toward fulfilling the Smart Core requirement.
 - Algebra II; and
 - The 4th credit may be either:
 - A math credit approved by DESE beyond Algebra II; or
 - A computer science flex credit may be taken in place of a 4th math credit.
- Natural Science: 3 credits
 - DESE approved biology – 1 credit;
 - DESE approved physical science – 1 credit; and
 - A 3rd credit that is either:
 - An additional science credit approved by DESE; or
 - A computer science flex credit may be taken in place of a 3rd science credit.
- Social Studies: 3 credits
 - Civics: ½ credits
 - World History – 1 credit
 - American History – 1 credit
 - Other social studies – ½ credit
- Physical Education: ½ credit
 - Note: While ½ credit is required for graduation, no more than 1 credit may be applied toward fulfilling the necessary credits to graduate.
- Health and Safety: ½ credit
- Economics: ½ credit – dependent upon the licensure of the teacher teaching the course, this can count toward the required 3 social studies credits or the 6 required career focus elective credits.
- Fine Arts: ½ credit

- Career Focus: 6 credits
 - All career focus credit 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 2 credits of the career focus graduation requirements.
- A student who completes at least 75 clock hours of documented community service in 9th through 12th grades at any certified service agency or a part of a service-learning school program shall receive 1 career focus credit.

Core: 16 credits

- English: 4 credits – 9th, 10th, 11th, and 12th
- Oral Communications: ½ credit
- Mathematics: 4 credits
 - Algebra or its equivalent* – 1 credit
 - Geometry or its equivalent* – 1 credit
 - All math credits 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 credits of the 4 credit requirement.
- Science: 3 credits
 - 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 place of a third science credit.
- Social Studies: 3 credits
 - Civics – ½ credit
 - World history – 1 credit
 - American History – 1 credit
 - Other social studies – ½ credit
- Physical Education: ½ credit
 - Note: While ½ credit is required for graduation, no more than 1 credit may be applied toward fulfilling the necessary credits to graduate.
- Health and Safety: ½ credit
- Economics: ½ credit – dependent upon the licensure of the teacher teaching the course, this can count toward the required 3 social studies credits or the 6 required career focus elective credits.
- Fine Arts: ½ credit
- Career Focus: 6 credits
 - 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 2 credits of the career focus graduation requirements.
- A student who completes at least 75 clock hours of documented community service in 9th through 12th grades at any certified service agency or a part of a service-learning school program shall receive 1 career focus credit.

Arkansas Alternate Pathway to Graduation

- English Exploration: 4 credits – 9th, 10th, 11th, and 12th
 - [English Standards](#)
 - [Dynamic Learning Maps - 9th and 10th grades](#)
 - [Dynamic Learning Maps - 11th and 12th grades](#)
- Oral Communication Exploration: ½ credit
 - [Speaking and Listening Standards](#)
- Mathematics Exploration: 4 credits
 - [Mathematics Standards](#)
 - [Dynamic Learning Maps](#)
 - [Achievement Standards for Mathematics](#)
- Science Exploration: 3 credits
 - [Science Standards](#)
 - [Dynamic Learning Maps](#)
- Social Studies: 3 credits
 - [U.S. History Exploration Standards](#)
 - [World History Exploration Standards](#)
 - [Civics Exploration Standards](#)
 - [Economics Exploration and Personal Finance Exploration \(required ½ credit\) Standards](#)
- Health and Safety Exploration: 1 credit
 - [Health and Safety Exploration Standards](#)
- Fine Arts: ½ credit
 - [Visual Art Exploration Standards](#)
 - Or DESE approved Fine Arts credit
- Career Focus: 1 transition-focused course or community service each year
- 6 additional credits
- Digital course
- Credit in an approved course that has financial literacy standards
- Arkansas Civics Exam (if determined by the student's IEP team)

J. Smart Core Curriculum and Graduation Requirements for the Class of 2026 (See Board Policy 4.45.1P)

All students are required to participate in the Smart Core curriculum unless their parents/guardians/persons standing in loco parentis, or the students if they are 18 years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form* will be sent home with students prior to their enrollment in 7th grade or when a 7th through 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 6th through 12th grades, and both students and parents/guardians/persons standing in loco parentis 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/guardians/persons standing in loco parentis 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 provided they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

Sufficient information relating to Smart Core and the District's graduation requirements shall be communicated to parents/guardians/persons standing in loco parentis 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 6 through 12 with the school counselor and may be accomplished through any or all of the additional following means:

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

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

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

Graduation Requirements

The number of credits students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of 22 credits is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core credits and graduation credits. Not all credits earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in 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.
- All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

- All students shall earn 1 credit in a computer science or computer science related career and technical education course in order to graduate.

Smart Core: 16 credits

- English: 4 credits – 9th, 10th, 11th, and 12th
- Oral Communications: ½ credit
- Mathematics: 4 credits (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)
 - Algebra I or Algebra A & B*, which may be taken in grades 7-8 or 8-9;
 - Geometry or Geometry A & B*, which may be taken in grades 8-9 or 9-10;
 - * A 2-year algebra equivalent or a 2-year geometry equivalent may each be counted as 2 credits of the 4 credit requirement for the purpose of meeting the graduation requirement but only serve as 1 credit each toward fulfilling the Smart Core requirement.
 - Algebra II; and
 - The 4th credit may be either:
 - A math credit approved by DESE beyond Algebra II; or
 - A computer science flex credit may be taken in place of a 4th math credit.
- Natural Science: 3 credits
 - DESE approved biology – 1 credit;
 - DESE approved physical science – 1 credit; and
 - A 3rd credit that is either:
 - An additional science credit approved by DESE; or
 - A computer science flex credit may be taken in place of a 3rd science credit.
- Social Studies: 3 credits
 - Civics – ½ credit
 - World History – 1 credit
 - American History – one credit
 - Other social studies – ½ credit
- Physical Education: ½ credit
 - Note: While ½ credit is required for graduation, no more than 1 credit may be applied toward fulfilling the necessary credits to graduate.
- Health and Safety: ½ credit
- Economics – ½ credit – dependent upon the licensure of the teacher teaching the course, this can count toward the required 3 social studies credits or the 6 required Career Focus elective credits.
- Fine Arts: ½ credit
- Career Focus: 6 credits
 - All career focus credit 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 2 credits of the Career Focus graduation requirements.
- A student who completes at least 75 clock hours of documented community service in 9th through 12th grades at any certified service agency or a part of a service-learning school program shall receive 1 career focus credit.

Core: 16 credits

- English: 4 credits – 9th, 10th, 11th, and 12th
- Oral Communications: ½ credit
- Mathematics: 4 credits
 - Algebra or its equivalent* – 1 credit
 - Geometry or its equivalent* – 1 credit
 - All math credits 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 2 year geometry equivalent may each be counted as 2 credits of the 4 credit requirement.
- Science: 3 credits
 - DESE approved biology – 1 credit;
 - DESE approved physical science – 1 credit; and
 - A third credit that is either:
 - An additional science credit approved by DESE; or
 - A computer science flex credit may be taken in place of a 3rd science credit.
- Social Studies: 3 credits
 - Civics – ½ credit
 - World history – 1 credit
 - American history – 1 credit
 - Other social studies – ½ credit
- Physical Education: ½ credit
 - Note: While ½ credit is required for graduation, no more than 1 credit may be applied toward fulfilling the necessary credits to graduate.
- Health and Safety: ½ credit
- Economics: ½ credit – dependent upon the licensure of the teacher teaching the course, this can count toward the required 3 social studies credits or the 6 required career focus elective credits.
- Fine Arts: ½ credit
- Career Focus: 6 credits
 - All career focus credit 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 2 credits of the career focus graduation requirements.
- A student who completes at least 75 clock hours of documented community service in 9th through 12th grades at any certified service agency or a part of a service-learning school program shall receive 1 career focus credit.

Arkansas Alternate Pathway to Graduation

- English Exploration: 4 credits – 9th, 10th, 11th, and 12th
 - [English Standards](#)
 - [Dynamic Learning Maps – 9th and 10th grades](#)
 - [Dynamic Learning Maps – 11th and 12th grades](#)

- Oral Communication Exploration: ½ credit
 - [Speaking and Listening Standards](#)
- Mathematics Exploration: 4 credits
 - [Mathematics Standards](#)
 - [Dynamic Learning Maps](#)
 - [Achievement Standards for Mathematics](#)
- Science Exploration: 3 credits
 - [Science Standards](#)
 - [Dynamic Learning Maps](#)
- Social Studies: 3 credits
 - [U.S. History Exploration Standards](#)
 - [World History Exploration Standards](#)
 - [Civics Exploration Standards](#)
 - [Economics Exploration and Personal Finance Exploration \(required ½ credit\) Standards](#)
- Health and Safety Exploration: 1 credit
 - [Health and Safety Exploration Standards](#)
- Fine Arts: ½ credit
 - [Visual Art Exploration Standards](#)
 - Or DESE approved Fine Arts credit
- Career Focus: 1 transition-focused course or community service each year
- 6 additional credits
- Digital course
- Credit in an approved course that has financial literacy standards
- Arkansas Civics Exam (if determined by the student's IEP team)

K. Smart Core Curriculum and Graduation Requirements for the Classes of 2027 and Thereafter ([Board Policy 4.45.2P](#))

All students are required to participate in the Smart Core curriculum unless their parents/guardians/persons standing in loco parentis, or the students if they are 18 years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in 7th grade or when a 7th through 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 6th through 12th grades, and both students and parents/guardians/persons standing in loco parentis must sign an acknowledgment 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/guardians/persons standing in loco parentis 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 provided they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

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

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

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

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

Graduation Requirements

The number of credits students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of 22 credits is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation credits. Not all credits earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in 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.
- All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.
- All students shall earn 1 credit in a computer science or computer science-related career and technical education course in order to graduate.
- Each student must receive 75 clock hours of community service 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 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:
 - 15 hours for students in grade 9;
 - 20 hours for students in grade 10;
 - 20 hours for students in grades 11; and
 - 20 hours for students in grade 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: 16 credits

- English: 4 credits – 9th, 10th, 11th, and 12th
- Oral Communications: ½ credit
- Mathematics: 4 credits (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)
 - Algebra I or Algebra A & B*, which may be taken in grades 7-8 or 8-9;
 - Geometry or Geometry A & B*, which may be taken in grades 8-9 or 9-10;
 - * A two-year algebra equivalent or a 2 year geometry equivalent may each be counted as 2 credits of the 4 credit requirement for the purpose of meeting the graduation requirement but only serve as 1 credit each toward fulfilling the Smart Core requirement.
 - Algebra II; and
 - The fourth credit may be either:
 - A math credit approved by DESE beyond Algebra II; or
 - A computer science flex credit may be taken in place of a fourth math credit.
- Natural Science: 3 credits
 - DESE approved biology – 1 credit;
 - DESE approved physical science – 1 credit; and
 - A third unit that is either:
 - A computer science flex credit may be taken in place of a third science credit.
- Social Studies: 3 credits
 - Civics – ½ credit
 - World history – 1 credit
 - American history – 1 credit
 - Other social studies – ½ credit
- Physical Education: ½ credit
 - Note: While ½ credit is required for graduation, no more than 1 credit may be applied toward fulfilling the necessary credits to graduate.
- Health and Safety: ½ credit
- Economics: ½ credit – dependent upon the licensure of the teacher teaching the course, this can count toward the required 3 social studies credits or the 6 required career focus elective credits.
- Fine Arts: ½ credit
- Career Focus: 6 credits
 - 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 2 units of the Career Focus graduation requirements.

Core: 16 credits

- English: 4 credits – 9th, 10th, 11th, and 12th
- Oral Communications: ½ credit
- Mathematics: 4 credits
 - Algebra or its equivalent* – 1 credit
 - Geometry or its equivalent* – 1 credit
 - All math credits 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 2 year algebra equivalent or a two-year geometry equivalent may each be counted as 2 credit of the 4 credit requirement.
- Science: 3 credits
 - 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 place of a third science credit.
- Social Studies: 3 credits
 - Civics – ½ credit
 - World history – 1 credit
 - American History – 1 credit
 - Other social studies – ½ credit
- Physical Education: ½ credit
 - Note: While ½ credit is required for graduation, no more than 1 credit may be applied toward fulfilling the necessary credits to graduate.
- Health and Safety: ½ credit
- Economics: ½ credit – dependent upon the licensure of the teacher teaching the course, this can count toward the required 3 social studies credits or the 6 required Career Focus elective credits.
- Fine Arts: ½ credit
- Career Focus: 6 credits
 - All career focus credit 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 2 credits of the career focus graduation requirements.

L. Graduation Exercises (See [Board Policy 5.17P2](#))

Appropriate graduation programs will be planned by senior high schools and conducted within the time frame established through the current school year calendar. All students having met regulations established by the Superintendent may participate in the graduation ceremonies.

Determination of Eligibility

1. Students must complete all graduation requirements that are in effect at the time of graduation at least 1 week prior to graduation to be eligible to participate (walk) and receive their diploma at graduation ceremonies.

Students who fail to meet all graduation requirements by graduation must complete all requirements by December of the intended graduation year. If the student does not meet the graduation deadline, the student must meet the graduation requirements in effect at the time of completion.

2. Students who plan to graduate early (less than 8 semesters), must have an early graduation plan on file with the counseling department. Graduation plans must be completed no later than September 1 of the year of intended early graduation. Early graduates must meet the same provisions as stated in number 1. If the above requirements are not met, the District will not be held responsible for refunds of items purchased.
3. Students who have met graduation requirements, but failed to submit an early graduation plan may not be allowed to participate (walk) at graduation ceremonies.

M. Honor Roll and Honor Graduates (See [Board Policy 5.17P1](#))

Students in grades K-12 who maintain a minimum 3.0 GPA for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

Students in 9-12 grades who have successfully completed the minimum courses recommended for preparation for college, as defined by the State Board of Higher Education and the State Board of Education, and have a cumulative GPA of 3.5 on a weighted scale, will be designated as honor students. The GPA shall be derived from courses taken in public schools or ADE accredited schools or programs in 9th through 12th grades.

Class rank for the designation of student honors (valedictorian, etc) will be determined at the end of the 8th semester for graduating seniors. Students will be ranked at the end of the 1st semester of the graduating year for college admission and scholarship purposes. Class rank is to be determined by assigning the highest average a rank of number 1, the 2nd highest, the rank of number 2, etc. In cases where more than 1 student has the same numeral average, all students with that average will be given the same rank. The next highest average will assume the next rank position which will indicate the number of students having a higher rank. The numerical rank will be extended 3 digits.

Valedictorian: The student with the highest class rank will be valedictorian. In instances when more than 1 student holds the numerical 1 rank, all students holding the rank will be declared co-valedictorians.

Salutarian: The student with the 2nd highest class rank will be declared salutarian. In instances when more than 1 student holds the numerical 2 rank, all students holding the rank will be declared co-salutarians.

Honor Graduate: In order to qualify as an honor graduate:

- A student must have a minimum 3.5 GPA and be enrolled in core courses required for graduation by the final semester of the year in which he/she will graduate.
 - A student enrolled in a course which cannot be completed by the end of the 4th 9 weeks is not eligible to be an honor graduate.
- A private or homeschooled student must have enrolled or re-enrolled in the District and attended classes for at least the 9 months immediately prior to graduation; or
- A private or homeschooled student must have completed the 2 consecutive grades immediately prior to the graduation year in an accredited secondary school (9-12th grades) to be considered for ranking as an honor graduate, including Valedictorian and Salutarian. Rank in class and GPA will be determined only by credits earned while attending an accredited high school.

In computing class rank of students, the following system will be used:

- Regular classes: Each grade will be given the indicated value, A = 4, B = 3, C = 2, D = 1, F = 0.
- AP classes: Each AP course will be given the indicated value, A = 5, B = 4, C = 3, D = 2, F = 0.

N. Notice of Students' Records/Directory Information (See [Board Policy 4.13](#))

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/guardian/person standing in loco parentis of his/her student who is under the age of 18. At the age of 18, the right to inspect and copy a student's records transfers to the student. A student's parent/guardian/person standing in loco parentis 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 45 days of the request. The District forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

The District shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parent/guardian/person standing in loco parentis 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/guardian/person standing in loco parentis or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/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/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/guardian/person standing in loco parentis (or the student if the student is over 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 DHS, 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/guardians/persons standing in loco parentis, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

When deciding whether to release PII in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals,

it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

If there exists a court order which directs that a parent/guardian/person standing in loco parentis not have access to a student or his/her records, the parent/guardian/person standing in loco parentis, or an agent of DHS 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 parent/guardian/person standing in loco parentis, their attorneys and the court which issued the order.

A parent/guardian/person standing in loco parentis does not have the right to remove any material from a student's records, but such parent/guardian/person standing in loco parentis 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/guardian/person standing in loco parentis 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/guardian/person standing in loco parentis or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent/guardian/person standing in loco parentis or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

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

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

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/guardian/person standing in loco parentis or student if over the age of 18.

The photo release form and the form for objecting to making directory information available will be sent to families at the beginning of the school year and must be completed and signed by the parent/guardian/person standing in loco parentis or age eligible student and filed with the building principal's office no later than 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 FERPA does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

Parents/guardians/persons standing in loco parentis and students over the age of 18 who believe the District has failed to comply with the requirements for the lawful release of student records may file a complaint with the U.S. Department of Education at:

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

O. Alternative Learning Environments (See [Board Policy 5.26](#))

PCSSD has Alternative Learning Environments (ALE) programs at the elementary and secondary levels which are designed to provide prevention and intervention strategies to students who are at risk due to poor attendance, failing grades, inappropriate behavior, excessive suspensions, or an overall lack of interest in the traditional educational setting. PCSSD offers multi-age classrooms for 2nd, 3rd, and 4th grade students. Additionally, the District provides In-School Suspension (ISS) classrooms and Alternative Learning Classrooms (ALC) for secondary students. Alternative learning referrals must be initiated at the student's school of attendance by a parent/guardian/person standing in loco parentis, school official, or school special education designee to be submitted to the alternative education placement team. Placement of a student in an ALE shall not be punitive in nature.

The principal or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE, if an alternative placement is the most appropriate setting for the student's specific needs. A student may be enrolled in an ALE upon the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

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

Students who are placed in the ALE shall exhibit at least 2 of the characteristics from the items listed below:

- Disruptive behavior;
- Dropping out from school;
- Recurring absenteeism;
- Personal or family problems or situations that negatively affect the student's academic and social progress.

These may include, but are not limited to:

- Ongoing, persistent failure to attain proficiency levels in literacy and mathematics;
- Abuse: physical, mental, or sexual;
- Frequent relocation of residency;
- Homelessness;
- Inadequate emotional support;
- Mental/physical health problems;
- Pregnancy; or
- Single parenting

No later than 5 school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE, the parent/guardian/person standing in loco parentis (if they choose to participate), and the student, outlining the responsibilities to provide assurance that the plan is successful.

No later than 5 school days after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student that is in compliance with DESE rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment.

The District's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ALE rules. It may be convenient for schools to operate or integrate this committee through established Response to Intervention committees located within the school. The District Hearing Officer can assign students to the ALE in lieu of expulsion through the hearing process. Students entering PCSSD from another school district who have previously been assigned to ALE will receive a comparable assignment.

P. Advancement Via Individual Determination (AVID)

AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. It is a component of the AVID College Career Readiness System and provides a comprehensive model of success for all students, from elementary through higher education. The center of AVID's learning process is three-fold:

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

PCSSD is gradually implementing AVID by adding a grade level each school year that will result in all grades, K-12, using AVID strategies in the next 3-5 years.

Q. Academic Dishonesty

A student will not cheat on assignments or tests, nor will a student aid other students in cheating. Students caught cheating will receive a zero. Using artificial intelligence tools without formal citation is academically dishonest and may be considered plagiarism. Plagiarism is considered academic dishonesty. Any student committing plagiarism will receive a zero.

R. Responsibility for District Issued/Owned Instructional Materials

Students are responsible for instructional materials issued to them such as Chromebooks, iPads, lab materials,

text/library books, athletic equipment, and other school issued and owned materials. The cost of repair or replacement of school property will be the responsibility of the parent/guardian/person standing in loco parentis.

Section III. Attendance



A. Compulsory Attendance Ages (See [Board Policy 4.3](#))

Every parent/guardian/person standing in loco parentis of any child age 5 through 17 years on or before August 1 of that year who resides 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.
3. The child will not be age 6 on or before August 1 of that particular school year and the parent/guardian/person standing in loco parentis elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the ADE 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 16 or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a 2-year or 4-year institution of higher education.
6. The child is age 16 or 17 and has met the requirements to enroll in an adult education program.

To enroll in a school in the District, the child must be a resident of the District as defined in Board Policy 4.1 Residence Requirements, meet the criteria outlined in Board Policy 4.40 Homeless Students or in Board Policy 4.52 Students Who Are Foster Children, be accepted as a transfer student under the provisions of Board Policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option under [Board Policy 4.5](#).

B. Entrance Age Requirements (See [Board Policy 4.2](#))

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

1. The parent/guardian/person standing in loco parentis shall furnish the child's social security number, or if they request, the District will assign the child a 9 digit number designated by DESE.
2. The parent/guardian/person standing in loco parentis shall provide the District with 1 of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - e. An affidavit of the date and place of birth by the child's parent/guardian/person standing in loco parentis;
 - f. United States military identification; or
 - g. Previous school records.
3. The parent/guardian/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 School Board at the time the student is seeking enrollment in the District. The School 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 School Board.
4. In accordance with Board Policy 4.57 Immunizations, the child shall be age appropriately immunized, or have an exemption issued by the Arkansas Department of Health (ADH).
5. In order to verify the school zone of residence, parent/guardian/person standing in loco parentis must provide the following: gas, water, or electric bill showing address within attendance zone in parent/guardian/person standing in loco parentis name. If this document is provided, no other document is needed. If this document is not provided, then 2 from the list below are needed:
 - a. Deed to home

- b. Rent receipt for latest month
- c. Property tax bill
- d. Escrow papers
- e. Lease Agreement (landlord/management office may be contacted to verify agreement)
- f. Deposit receipt for gas, electric, cable or Aide to Families with Dependent Children correspondence
- g. Copy of driver's license showing current address in zone

Students may enter kindergarten if they turn 5 years old 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 60 days or becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody, will turn 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 child who will be 6 years old 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. Based on the results of the evaluation, the student may be placed in either kindergarten or 1st grade. If the results of the evaluation justify placement, the child's parent/guardian/person standing in loco parentis must agree with placement in the first grade; otherwise the child shall be placed in kindergarten.

Any child may enter 1st grade in a District school if the child will turn 6 years old 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 1st grade in a state accredited or state approved elementary school in another state for a period of at least 60 days, who will turn 6 years old during the school year in which he/she is enrolled in 1st grade, and who meets the basic residency requirements for school attendance may be enrolled in the 1st 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 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. Homeschool students enrolling or re-enrolling as a public school student shall be placed in accordance with Board 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/guardian/person standing in loco parentis.

C. Uniformed Service Members Children (See [Board Policy 4.2](#))

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/guardian/person standing in loco parentis. The individual the Superintendent designates as the District's military education coordinator shall have specialized knowledge regarding the educational needs of children of military families and the obstacles that children of military families face in obtaining an education.

An eligible child 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 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 non-custodial parent living outside the District by a custodial parent/guardian/person standing in loco parentis on active military duty.

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

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

D. Classroom Assignment of Multiple Birth Siblings

"Multiple birth sibling" means a twin, triplet, quadruplet, or other sibling resulting from a multiple birth; and "parent" means the parent/guardian/person standing in loco parentis of a student enrolled in a public school.

Not later than the 14th day before the 1st day of school, a parent/guardian/person standing in loco parentis of multiple birth siblings who are assigned to the same grade level and school, in prekindergarten through 6th grade, may request in writing that the school place the siblings in the same classroom or in separate classrooms.

The school may direct a classroom placement for the multiple birth siblings that differs from the parent/guardian/person standing in loco parentis request if 30 instructional days have lapsed since the date the multiple birth siblings began the classroom placement made at the parent/guardian/person standing in loco parentis request; and after consulting with the teacher of each classroom in which the multiple birth siblings are placed, the school determines that the classroom placement requested by the parent/guardian/person standing in loco parentis is:

- Detrimental to the educational achievement of 1 or more of the multiple birth siblings;
- Disruptive to the classroom learning environment where the multiple birth sibling is assigned; or
- Disruptive to the school's educational or disciplinary environment.

E. School Admissions

All persons seeking admission to the District must meet eligibility requirements for the school or program to which

they seek admission.

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

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

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

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

The District will comply with the laws of Arkansas and regulations of the State Board of Education in its admission practices. Further, the PCSSD admission practices will be constructed in a manner consistent with the desegregation plan and student assignment plan of the District as approved by the United States District Court for the Eastern District of Arkansas.

F. Absences (See [Board Policy 4.7](#))

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance, whether in person or digitally, is essential to their social and cultural development and helps prepare them to accept the 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 that results in higher student achievement.

It is the Arkansas General Assembly's intention that students having excessive absences due to illness, accident, or other unavoidable reasons be given assistance in obtaining credit for their courses.

Under Act 1223 of 2011, the state law was modified regarding student attendance policies. The school district's policy must:

- Define the specific number of absences permitted per semester;
- Allow a student or the student's parent or guardian to petition the school or district administration for additional absences. The petition must be made in writing to the principal before the student accumulates the maximum number of absences allowed under the policy. 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, guardian, or person in loco parentis, and the school or district administrator or designee.

- Allow exceptions as necessary to satisfy Individualized Education Program (IEP) or 504 plans.
- In addition, under Ark. Code Ann. § 6-18-222(a)(4)(A)(i), absences must not be categorized as excused or unexcused. Credit, promotion, or graduation may be denied if a student exceeds the maximum number of absences allowed under the policy, regardless of whether the absences were excused or unexcused.

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

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

Unexcused Absences

Absences not defined as excused will be considered unexcused.

Students shall not be absent without an excuse, as defined in this policy, for more than 10 days in a semester. Unless a student's excessive absence is due to an unforeseen circumstance, the District will not accept a doctor's note for a student's excessive absence. Days missed due to in-school or out-of-school suspension shall not count toward the allowable number of days absent.

When a student has 5 unexcused absences, his/her parent/guardian/person in loco parentis shall be notified that the student has missed half the allowable days for the semester. The notification shall be by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds 10 unexcused absences in a semester, the District shall notify the prosecuting authority. The parent/guardian/person in loco parentis shall be subject to a civil penalty as prescribed by law.

Students with 10 unexcused absences in a course in a semester may not receive credit for that course at the discretion of the principal after consultation with persons with knowledge of the absences' circumstances. If the student fails to receive credit for a sufficient number of courses, the student may be denied promotion or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

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 listed below. In addition, the student must bring appropriate documentation upon his/her return to school from the parent/guardian/person in loco parentis, or appropriate government agency stating such reason:

1. To participate in an FFA, The Arkansas Family Career, and Community Leaders of America, Inc., 4-H, or other school-sanctioned activity;
2. To participate in the election poll workers program for high school students or participate in election activities;
3. To serve as a page for a member of the General Assembly;
4. To visit his/her parent or legal guardian who is a member of the military and has been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting;
5. For purposes pre-approved by the school administration, such as visiting prospective colleges, obeying a subpoena, or attending an appointment with a government agency; and
6. Due to the student having been sent home from school due to illness.

G. Tardy Policy

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

students who enter class within the first 15 minutes after the tardy bell will be considered tardy. Students who miss 30 minutes or more of a class period will be considered absent.

H. Alternate Method of Instruction (AMI)

Act 862 of 2017 allows a public school district to develop a plan for alternative methods of instruction to be used on days when the superintendent closes school due to exceptional or emergency circumstances. As stated in the legislation, the Commissioner of Education may grant up to the equivalent of 10 student attendance days for public school districts that have an alternative instruction plan approved by the commissioner for the use of alternative methods of instruction, including without limitation virtual learning, on days when the public school district is closed due to exception or emergency circumstances such as: a contagious disease outbreak, inclement weather, other acts of God, or utility outage. AMI days will be an unexcused absence if the student does not submit the AMI work when due. The teacher will enter the absence in the Teacher Access Center (TAC).

Section IV. Student Services



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

Locks, lockers, desks, and other student storage facilities are school-owned property. Students may only use a lock on lockers that has been issued by the school.

Desks and lockers are school property and remain, at all times, under the control of the school. School authorities may conduct periodic general inspections at any time for any reason. Inspection of individual lockers or desks may occur when there is a reasonable cause to do so. In those cases, the student and 2 adults shall be present.

B. Health Services

All PCSSD students must meet immunization requirements as set forth by the [Arkansas State Board of Health](#).

Kindergarten Immunizations

At least 4 doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), or Diphtheria/Tetanus (DT pediatric) vaccine, with the last one being on or after the 4th birthday

At least 3 doses of Polio vaccine, with the last one being on or after the 4th birthday

2 doses of MMR (measles, mumps, and rubella) vaccine

3 doses of Hepatitis B vaccine

1 dose of Hepatitis A

2 doses of Varicella (chickenpox) vaccine. A medical professional's history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted.

1st through 12th grade Immunizations

3 or 4 doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), Diphtheria/Tetanus (DT-pediatric), Tetanus/Diphtheria (Td-adult) or Tetanus/Diphtheria/Acellular Pertussis (Tdap) and one (1) dose of Tdap for ages 11 years (as of September 1 each year) and older or 3 doses for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination)

At least 4 doses of Polio vaccine

2 doses of MMR (measles, mumps, and rubella) vaccine

3 doses of Hepatitis B vaccine

1 dose of Hepatitis A for 1st Grade

2 doses of varicella vaccine

1 or 2 doses of MCV4 (Meningococcal vaccine) with 1 dose for 7th grade and a 2nd dose at 16 years old (as of September 1 each year). However, if the first dose of Meningococcal vaccine is administered at age 16 years or older, no second dose is required. A medical professional's history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted.

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

Every child must have received all of the vaccines, be in-process of receiving needed doses, show proof that they have a letter from ADH approving serology as proof of immunity, or applied for an exemption for those vaccines he/she has not received in order to continue attendance. If the child does not meet the immunization requirements the child will be referred to a medical authority for immunization or consultation.

Administering Medicine To Students

It is the policy that no drug or medicinal preparation, except for medicines or medications used in first aid, will be

administered to students on any school premises by school personnel unless the student requires the medication in order to attend school. To ensure a safe method in dispensing medications to students, a current and valid doctor's prescription with instructions as well as a written request from the student's parent/guardian/person standing in loco parentis must be provided to school personnel.

Guidelines

1. Only medications prescribed by a physician will be given at school.
2. All medication (both prescription and over the counter medicine) must be in a container/bottle with a prescription label noting the name of the student, medication name, dosage, and clear directions for administration.
3. School personnel are not authorized to determine when non-scheduled medications are needed, as this is a form of prescribing. However, there are times when as needed medication may be required. A physician statement must be provided giving specific instructions regarding how much, when, and how often the medication is to be given.
 - a. For the student's protection, the nurse or designee will not give a dosage of medication in excess of the recommended dosage on the label unless a physician's order is received.
4. The Medication Administration Record Form must be signed by the parent/guardian/person standing in loco parentis before any medication will be given at school. Handwritten notes are not acceptable.
5. No medication to be given 3 times daily or less will be administered at school unless a physician's statement specifically directs the medication be given at a certain time.
6. Building level personnel and school nurses will administer medicine to students according to Board Policy 4.35 Student Medications.
 - a. An exception will be made for students to carry/self administer asthma inhalers or emergency medications required for documented health conditions with a physician order and school nurse approval. An emergency health care plan and Medication Administration Record Form must be on file. A locked and limited access area for storage of medications will be provided.
7. Parents/guardians/persons standing in loco parentis shall be responsible for transporting medication to and from school unless other arrangements are made with the school nurse or principal. It is recommended that parents/guardians/persons standing in loco parentis bring a 1 month supply to school and note when more medicine is needed to prevent missed doses due to depleted supply. The quantity of medication will be counted and recorded when medication is brought to the school.
8. At the end of the school year, any unused medication must be picked up by parents/guardians/persons standing in loco parentis on or before the last day of school. All medication not picked up will be destroyed in the presence of a witness, unless prior arrangements have been made.
9. The initial dose of a new medication must be given by the parent/guardian/person standing in loco parentis outside of the school setting.
10. No sharing of any medication is permitted.
11. Narcotic pain medication will not be administered in the school setting. Students requiring this type of medication should stay at home.

Communicable Diseases and Parasites (See [Board Policy 4.34](#))

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell, unfit for school attendance, or who are believed to have a communicable disease or condition will be required to be picked up by their parent/guardian/person standing in loco parentis. Specific examples include, but are not limited to chickenpox, measles, scabies, conjunctivitis (pink eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting,

diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any bloodborne, foodborne, and airborne pathogen exposures. Standard precautions shall be followed relating to the handling, disposal, and cleanup of blood and other potentially infectious materials such as all body fluids, secretions, and excretions (except sweat). In instances where the probable spread is airborne diseases, students and district personnel will wear appropriate face coverings in all school facilities, outside school facilities when physical distancing is not possible, and when riding school buses when deemed appropriate by the PCSSD Board of Education.

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

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

The parents/guardians/persons standing in loco parentis of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up at the end of the school day. The parents/guardians/persons standing in loco parentis will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

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

Fever

For a fever greater than 100.4°F, the student must be picked up immediately by a parent/guardian/person standing in loco parentis. The student may return to school after being fever free for 24 hours without using a fever reducing medication.

Head Lice

Head lice are a fairly common problem in school age children. They are most prevalent in the preschool and elementary populations. While head lice are a nuisance, they do not pose a significant health hazard and are not known to spread disease.

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

When a student has suspected head lice:

1. The school nurse or trained staff member will assess the student with suspected head lice as needed to

determine the action steps required.

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

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

Right to Privacy

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

C. Student Nutrition

The goal of the Student Nutrition Department is to provide students with healthy, enjoyable meals each day. The purpose of this policy is to ensure compliance with federal reporting requirements for the United States Department of Agriculture (USDA) Child Nutrition Program, and to provide oversight and accountability for the collection of outstanding student meal balances.

Our District participates in the National School Breakfast and Lunch Programs sponsored by the USDA and is held to a high standard of accountability, nutrition, and safety. Healthy meals are an important part of a student's academic success. Breakfast and lunch are provided in all PCSSD schools and are available to any student wishing to participate in the school's food service program.

Meal Prices

Adult or non-student breakfast \$3.00; Adult or non-student lunch \$4.00

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

- Elementary Breakfast – Full Pay \$2.50, Reduced \$.30, Milk \$.50
- Elementary Lunch – Full Pay \$3.50, Reduced \$.40, Milk \$.50
- Secondary Breakfast – Full Pay \$2.50, Reduced \$.30, Milk \$.50
- Secondary Lunch – Full Pay starting at \$3.75, Reduced \$.40, Milk \$.50
- Al la carte items are available in middle and high schools only. Payment is due upon the time of purchase and cannot be charged.

Payment for Meals

The District prefers that meals, a la carte, or other food and beverage items be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items.

Parents/guardians/persons standing in loco parentis, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:

1. Submitting cash or check payment with your student or at your student's school main office. If you have more than one child in the same school, send one check for all students and specify name, grade, teacher and the amount you want on each child's account.
 - a. For cash payments, no change will be made in the lunch line, deposits only.
2. Pay online with MyPaymentsPlus:
 - a. Go online to www.MyPaymentsPlus.com
 - b. Follow the instructions

Meal Pattern/Offer vs Serve

At PCSSD, our meals meet USDA school breakfast and lunch guidelines. We offer 5 different food components to choose from daily: meat or protein, grains and bread, fruits, vegetables, and milk. Federal guidelines do not require students to take every item that is offered for breakfast or lunch. However, Nutrition Services encourages students to take, at minimum, 3 items for breakfast and 3 items for lunch that are offered to ensure a well-balanced meal.

Lunch - Each student selects the appropriate number of food items for a reimbursable meal. At lunch, 5 components are offered: meat (or meat alternate), grain, fruit, vegetable, and milk. At minimum, a student must select a fruit or vegetable and 2 other components.

Breakfast - Each student selects the appropriate number of food items for a reimbursable meal. At breakfast, 4 components are offered: meat (or meat alternate), grain, fruit, and milk. At minimum, a student must select a fruit and 2 other components.

Charge Policy and Collections Procedure

PCSSD does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in school food service areas. We must limit the occurrence of charging for meals to no more than 5 charges to your student's account.

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

Families wishing to avoid these charges when a student's account balance is not sufficient to cover the day's meal must send a lunch to school with the student. Families choosing not to send a packed lunch and not to pay meal charges may have negative account balances sent to an outside agency for collection.

A student's parents/guardians/persons standing in loco parentis will be contacted via phone call, text message, and/or email regarding a student's prepaid account balance when the student's account has fewer than \$5.00 remaining.

If a student is without money on a consistent basis, the administration will investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to reach out to the Student Nutrition Department.

PCSSD operates a meal assistance program, which complies with federal guidelines. Meal assistance in the form of free or reduced price meals is available for both the breakfast and lunch programs. If you have a need for assistance you can:

1. Apply online at [pcssd.org](https://www.pcssd.org) for the quickest response.
 - a. <https://www.pcssd.org/o/pcssd/page/free-and-reduced-lunch>
2. Pick up a Free & Reduced Price Meal application from your school office at registration or from the school Cafeteria Manager anytime throughout the school year.
 - a. Fill out the application and return it to the school's Cafeteria Manager or mail it to the Student Nutrition Department at:

Pulaski County Special School District
Student Nutrition Office
1101 East Dixon Rd
Little Rock, AR 72206
501-234-2300
nutrition@pcssd.org

Once the application is received, a determination will be made within 10 days to see if your student(s) qualifies for Free or Reduced Priced Meals. Qualification is based on household income and family size. A complete application will include income information by source, Social Security number, and the signature of an adult household member. (Please keep a copy of the application for your reference). Until you receive a notification letter or email from the Student Nutrition Department that your student is eligible for free or reduced priced meals, full payment must be made for each meal received. Notification from any other source, or any means other than written, is not valid. Free and Reduced applications expire within 25 days of the following school term and we strongly recommend that each school term a new form be submitted. Applications become available July 1 of each school term.

Food Allergy Policy

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

Refunds

Meal account balances will remain with the student as long as they are enrolled in the District. If you leave the District, contact the Child Nutrition Director to process a refund. Graduating seniors will have 3 months following graduation to request a refund of meal balances; after a year, the balance will be transferred to a donation account for families experiencing financial difficulties in paying lunch balances.

The Student Nutrition Department will be glad to answer any questions concerning your student's meal account by emailing the Pulaski County Special School District Nutrition Services Office at Nutrition@pcssd.org.

Non-Discrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-ComplaintForm-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or
2. fax: (833) 256-1665 or (202) 690-7442; or
3. email: program.intake@usda.gov

This institution is an equal opportunity provider.

D. Transportation

School buses are operated by PCSSD as an accommodation to students and parents/guardians/persons standing in loco parentis. Riding a bus is a privilege that must not be abused. The same appropriate behavior expected at school is expected on the school bus. A student's failure to conform to acceptable standards of behavior and courtesy will result in him/her being subject to disciplinary action. Parents/guardians/persons standing in loco parentis will be held financially responsible for damage to the inside/outside of the school bus. Students transported on PCSSD school buses will adhere to the Centers for Disease Control and Prevention, and ADH regulations.

Transportation to Locations for Childcare

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

Contact Numbers

South Transportation Complex (Mills Feeder Pattern) 501-234-2915

Northwest Transportation Complex (Sylvan Hills and Maumelle Feeder Patterns) 501-234-2950

West Transportation Complex (Robinson Feeder Pattern) 501-234-2970

Section V. Other Policies



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

Students have the responsibility to know and obey school rules, to express grievances in a polite and hospitable manner, and to give his/her parent/guardian/person standing in loco parentis correct information concerning misconduct. Principals and teachers have the responsibility to follow School Board established procedures in disciplinary actions against students. Principals are responsible for notifying and conferring with parents/guardians/persons standing in loco parentis and students in cases involving suspension and expulsion recommendations. Parents/guardians/persons standing in loco parentis have the responsibility to call the principal for a conference when needed, and to arrange with proper school authorities for desired student hearings.

A. Parent/Student Process for Complaints/Appeals

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

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

Note: Only the Board of Education may expel a student from school on concurrence of the Superintendent. A recommendation for expulsion will be made from the Assistant Superintendent for Equity and Pupil Services, Director of Pupil Services, and principal. The Board of Education may expel a student for the remainder of the semester, for the remainder of the school year, or permanently.

B. Procedures for School Investigations

An investigation will be promptly initiated when a complaint or a report of misconduct is received.

Complaints/reports will be processed based on the severity of the report and mandated due process.

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

1. The complaining party will be provided with the appropriate form.
2. Initiate investigation in a timely manner.
3. Immediately notify the central office to relay information or for guidance, when applicable. This may include Directors of Education, the Director of Pupil Services, Coordinator of Safety and Security, or the Executive

Director of Communications.

4. Immediately notify school officials in your building who should be involved in the investigation (nurse, food services manager or director, school or District security).
5. If parents/guardians/persons standing in loco parentis are not the complaining party, they will be informed that an investigation is pending.
6. Surveillance cameras will be checked, when available, for footage of the incident that is the subject of the complaint. Arrangements will be made to provide the Director of Pupil Services with a copy of the surveillance footage. If the incident occurred on a school bus, the bus pound and the Director of Transportation will be contacted to obtain the surveillance footage. The school shall request that footage is saved/copied as evidence through the PCSSD Department of Safety and Security.
7. School administrators will take written statements from all parties involved (e.g. students, staff, parents/guardians/persons standing in loco parentis, etc.). This includes witnesses on both sides of the allegation. Evidence should reflect a distinction between what was seen or what was heard. When possible, witnesses should write their own statements on the witness statement form.
8. If applicable, notify outside agencies who should be involved in the investigation (police, DHS-800-482-5964). All staff members are mandated reporters.
9. The findings will be documented and the persons involved will be notified in writing, when applicable.

Reminders:

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

Due process for Section 504 and IDEA must be followed.

C. Procedures for Filing Sexual Harassment Complaints

All complaints of sexual harassment will be taken seriously by PCSSD. District officials will cooperate with law enforcement as well as thoroughly investigate allegations of sexual harassment involving staff members independently.

All parties involved will be provided a notice of allegations including all known details. Parties will be provided with sufficient time to respond to the allegations, if they choose to.

A formal complaint may be filed with the Title IX Coordinator (Assistant Superintendent for Equity and Pupil Services) in person, by mail, or by email. The District cannot begin an investigation of Title IX sexual harassment unless the Title IX coordinator takes the rare step, based on the specific circumstances of the allegations, to file the formal complaint against the wishes of the complainant. Students who believe they have been subjected to sexual harassment, or the parent/guardian/person standing in loco parentis who believes their student has been subjected to sexual harassment, are encouraged to bring their concerns to any District staff member, including a counselor, teacher, Title IX coordinator, or administrator.

Upon receipt of a formal complaint, the District shall simultaneously provide the following written notice to the parties who are known:

1. Notice of the District's grievance process and a copy of the procedure governing the grievance process.
2. Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before an initial interview. Sufficient details include:
 - a. The identities of the parties involved in the incident, if known.
 - b. The conduct allegedly constituting sexual harassment.
 - c. The date and location of the alleged incident, if known.
3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
4. That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
5. The parties may inspect and review evidence relevant to the complaint of sexual harassment.
6. That the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the previous notice, the District will simultaneously provide notice of additional allegations to the parties whose identities are known.

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party," "complainant," or "respondent" include the plural, as applicable. For more information, contact the PCSSD TitleIX Coordinator at 501-234-2021.

D. Expression

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

1. Verbal Expression
 - a. Students have the right to free and dynamic expression of ideas including personal opinion. Students have the right to opportunities for expressing themselves verbally within the classroom and through other established settings within the school.
 - b. Students have the responsibility to refrain from engaging in offensive obscenity and slander; to avoid speaking in such a way that disrupts the educational process; and to avoid speaking solely for the purpose of infringing upon the rights of others. Students, teachers, and other school staff have the responsibility to communicate in a courteous, non hostile manner.
2. Written Expression
 - a. Students have the right to distribute or post printed material (pamphlets, posters, leaflets, newspapers, brochures, circulars, and petitions) subject to individual building procedures and in accordance with Board of Education policies.
3. Symbolic Expression
 - a. Students have the right to symbolic expression (the wearing of insignia, hairstyle, clothing, physical gestures) which does not (a) cause disruption of the education process, (b) infringe upon the rights of other students and faculty, (c) prevent the Board of Education from performing its statutory obligations, or (d) cause accidents or endanger the health or physical well-being of students or faculty.

- b. The primary responsibility for dress, grooming and overall appearance of students rests with the parents/guardians/persons standing in loco parentis of individual students and the students themselves. Students have the responsibility to ensure that (a) buttons, badges, clothing, and other symbols do not contain obscene or libelous words, phrases, or pictures, or depict alcohol, drugs, and/or tobacco products; (b) that hairstyles do not interfere with the health and safety of all students; (c) that clothing does not result in overt exhibitionism or disregard of common rules of cleanliness and health and safety standards, (d) that no flag or banner is publicly displayed that disrupts the educational environment; and (e) that physical gestures do not convey a connotation of obscene or highly disrespectful acts, infringe upon the rights of others, or cause or begin an overt and immediate disruption of the educational process. School staff has the responsibility to ensure adherence to the above standards.
4. Anti-Hate Commitment
- a. The education and safety of our students is a top priority in PCSSD. PCSSD takes a firm stance against hate in all forms at all levels. We are all responsible for nurturing anti-hate educational learning environments in order to ensure that each and every child is respected and valued for who they are regardless of age, race, creed, color, sex, religion, national origin, disability, or veterans. PCSSD will continue to create inclusive educational environments where every student feels a sense of belonging and is treated with dignity and respect.

E. Assembly

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

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

Students have the responsibility to consult with and follow building level policies as set by the School Board and described by the principal when planning any student activity to be held on school property before, during, or after the school day.

Should attendance at a planned assembly not be required and students choose not to participate, they have the responsibility to report to an assigned area. Students attending a planned assembly have the responsibility to provide courteous attention.

F. Patriotic and Religious Exercises

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

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

G. Artificial Intelligence Tools

As our society rapidly changes, there has been an explosion in the area of artificial intelligence (AI) tools that automate tasks like writing papers, creating graphics, and paraphrasing texts. PCSSD recognizes that while there can be many promising aspects of these evolving technologies, the potential impact on learning can be both fascinating and concerning at the same time.

PCSSD has adapted guidance from Salisbury University to provide information, concerns, and suggestions on the use of AI tools in regards to the learning environment.

- Academic Honesty: If students use AI tools to generate written or published work, there is a risk that they may submit work that is not their own, or that they have not fully understood and cannot explain that work. This can lead to issues of academic dishonesty and plagiarism.
- Limited learning opportunities: If students use AI tools to complete assignments without regard or purpose, they may miss out on the opportunity to practice and develop their own critical thinking skills, losing out on vital skills that will prepare them for the future. This can interrupt the classroom learning environment.
- Bias: AI tools are trained on a dataset of human conversations, which may contain biases that are reflected in its responses. This could lead to unfair or prejudiced treatment of certain groups of students or researchers. Students and teachers should be careful when utilizing these tools and reach out for guidance in understanding intentional or unintentional biases.

Section VI. Student Conduct



A. Response to Intervention (RTI)

RTI is a multi-tiered preventive system designed to improve learning or behavioral outcomes for all students.

RTI is designed to accomplish three important goals:

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

The idea of RTI is to catch learners when they begin to have academic and/or behavioral concerns. This process, based on scientific research, is a safety net for all learners thereby assuring that all students achieve their maximum potential through collaborative, supportive, and continuous efforts of all stakeholders.

For additional information about RTI, contact the school RTI coordinator.

B. Positive Behavioral Intervention and Support (PBIS)

PBIS is a proactive and positive approach to discipline, an integrated system which enhances academic and social behavior outcomes for all students. PBIS is a multitiered preventive framework in which all students are taught the school's 3-5 behavioral expectations across settings such as the bus, cafeteria, playground or common area, restroom, hallway, classroom, etc. Each school has a positive reinforcement system, in which students earn points for meeting behavioral expectations. Schools respond to inappropriate behavior through the school's discipline management plan, which includes a list of minor behaviors and supports that are managed by teachers.

C. Discipline Management Plan (DMP)

The DMP is an intervention framework to address the District's goal of eliminating disparities in school discipline by providing discipline management options for minor behaviors.

The DMP are school-specific interventions to address minor behaviors that do not involve a major disruption of education services. Students shall comply with reasonable instructions from administrators, teachers, instructional assistants, school bus drivers, or any authorized District employee. After the school personnel has followed the DMP for minor behaviors and the student still does not comply with any school personnel, then a referral will be issued.

D. Restorative Practice

Restorative practice is a strategy the District uses to improve school culture and reduce discipline disparities. These practices focus on building relationships and creating community among stakeholders while minimizing punitive disciplinary measures.

Teen Court/Juvenile Justice

Juvenile Justice is a practical program of legal education designed to engage high school students in a critical examination of their legal responsibilities and rights. In this elective, students have the opportunity to conduct discussions, research and debate with their classmates about practical legal problems, contemporary legal issues, and the ramifications of breaking the law. By providing students with a non-adversarial view of the law, Juvenile Justice works to provide an understanding of the fundamental principles of authority, fairness, justice and responsibility that underlie our legal system. By demystifying the law, Juvenile Justice will help young people to develop a positive attitude towards the law and reduce juvenile delinquency. Students enrolled in this course are also members of Teen Court; a student-administered court that hears cases for minor infractions of students at PCSSD high schools. Students serve as the master jurors, bailiffs, reporters, and clerks. Court members do not determine guilt or innocence, but they do impose sanctions that reflect restorative justice principles that hold their peers

accountable.

Restorative Circles

A restorative circle is a versatile practice that can be used proactively to develop relationships and build community, or reactively to respond to wrongdoing, conflicts, and problems. Restorative circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum, and equality. The restorative circle process allows people to tell their stories and offer their own perspectives. The restorative circle has a wide variety of purposes: conflict resolution, healing, support, decision making, information exchange, and relationship development. Restorative circles offer an alternative to contemporary meeting processes that often rely on hierarchy, win-lose positioning, and argument.

E. Consequences and Infractions

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

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

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

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

The range of consequences is as follows:

- Reprimand/Warning
- Parent/guardian/person standing in loco parentis Contact

- Parent/guardian/person standing in loco parentis Conference
- In-School Intervention
- Detention
- Class Suspension
- Saturday School
- In-School Suspension
- Out-of-School Suspension
- School Suspension with Recommendation to Expel
- Notification to Legal Authorities when Applicable
- Other (with Parental Consent)

1. Bullying/Cyberbullying (18/21)

- a. Bullying is the intentional, repetitive harassment, intimidation, humiliation, ridicule, malicious teasing, defamation, threat, or incitement of violence by a student against another student or a school employee. Bullying may occur through written, verbal, electronic, or physical act that causes or creates a clear and present danger of physical harm or damage to school or student property.
 - i. Minimum: In-School Intervention
 - ii. Maximum: Recommendation to Expel

2. Electronic Devices (20)

PCSSD deems the possession and/or use of personal electronic devices on school campuses a privilege for our students. The District recognizes the benefits this privilege serves within our broader educational community.

- a. Students shall comply with all school employees regarding the use of electronic devices, including cell phones, smartwatches, or other electronic communication devices.
- b. If the electronic device is confiscated, the parent/guardian/person standing in loco parentis of the student or an adult designee will have to come to the school during normal school hours to pick up the device after the confiscation period has ended. Refusal to turn over electronic devices will result in an automatic 4-day suspension. Progressive discipline will be applied.
- c. Electronic devices, electronic communication devices, and/or electronic devices with photographic capabilities confiscated during interim, summative, and state mandated tests will not be returned until the end of the school year.
- d. The unlawful use of a camera or any image recording device used for the purpose of viewing, photographing, or recording on any PCSSD property or school function without consent of any person(s) who has reasonable expectations of privacy is prohibited. A person shall be guilty of this offense if they voluntarily participate in placing the photographic image(s) obtained in any public viewing area, i.e. internet, cell phone, camera, etc.
- e. Electronic devices, whether secretly or not, purposefully used to record or placed in a posture to record any incident which would reasonably be deemed a violation based on the PCSSD Student/Parent Handbook and/or administrative prudence, will subject the offender to loss of said privilege for a period of not less than 1 academic semester or more than 1 academic school year. The enforcement of this policy occurs upon the first offense. Progressive discipline will apply to any additional violation of this policy up to a recommendation for expulsion.
- f. Computer Use - Parents/guardians/persons standing in loco parentis shall sign a computer use agreement form outlining proper and improper use of public access computers prior to being allowed to access computer equipment.
- g. It may be necessary for schools to confiscate personal electronic devices during investigations for evidentiary purposes. The school will make every attempt to return such devices with the greatest of expediency.

- i. Minimum: Reprimand/Warning
 - ii. Maximum: Recommendation to Expel
- 3. Disorderly Conduct (15)
 - a. No student shall disrupt the lawful assembly of persons by engaging in inappropriate behavior that substantially interferes with, or is likely to interfere with, any school function, activity, or school program. Additionally, a student will not use any verbal or written form of profane, violent, vulgar, abusive, insulting, or sexual language at any time toward public school employees. A student will not use physical gestures that convey a connotation of obscene or disrespectful acts, infringe upon the rights of others, or cause or begin an overt and immediate disruption of the educational process.
 - i. Minimum: In-School Suspension
 - ii. Maximum: Recommendation to Expel
- 4. Drug/Alcohol (01/02)
 - a. Possession, selling, distributing, or being under the influence of an alcoholic beverage, illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over-the-counter drugs or other intoxicants, or anything represented to be a drug to include any related drug paraphernalia
 - b. The student/family must show proof that they are enrolled with a counseling agency recognized by the District. Notification is required to appropriate legal authorities. The student will be suspended immediately, reported to legal authorities and may result in recommendation for expulsion.
 - i. Minimum: Out-of-School Suspension
 - ii. Maximum: Recommendation to Expel
- 5. Insubordination (14)
 - a. Failure to comply with reasonable directives of authorized school personnel and established school/classroom expectations for behavior, including disruptive behavior
 - b. Elementary
 - i. Minimum: Reprimand/Warning
 - ii. Maximum: Detention
 - c. Secondary
 - i. Minimum: Reprimand/Warning
 - ii. Maximum: Recommendation to Expel
- 6. Tobacco (03)
 - a. A student may not smoke, have possession or control of any tobacco products, tobacco related substances, smoking paraphernalia (matches, lighters, vape, etc.) on school property, including school buses, at any time.
 - i. Minimum: Out-of-School Suspension
 - ii. Maximum: Recommendation to Expel
- 7. Truancy (04)
 - a. A student will not be absent from school without parent/guardian/person standing in loco parentis or school authorities' prior knowledge and consent.
 - i. Minimum: Parent/guardian/person standing in loco parentis Conference
 - ii. Maximum: In-School Suspension
- 8. Weapons (11)
 - a. No student shall possess, use, threaten to use, or otherwise be involved with any firearm, weapon, replica weapon, or any other instrument that is capable of inflicting physical injury or death. Weapons are prohibited by law upon any school property, including school bus, at designated bus stops, or at any school-related event.
 - i. Students will be suspended immediately, reported to legal authorities, and recommended for expulsion for a period of not less than 1 year.
- 9. Vandalism (13)

- a. No student shall purposely and without legal justification destroy or damage any property of another or belonging to the District. The parent/guardian/person standing in loco parentis will be responsible for all damages to property caused by the student.
 - i. Minimum: In-School Suspension
 - ii. Maximum: Recommendation to Expel
- 10. Fighting (19)
 - a. Physical blows or contact mutually exchanged between students is considered fighting. Alternate punishment may be applied with regard to actual involvement.
 - i. Minimum: Out-of-School Suspension
 - ii. Maximum: Recommendation to Expel
- 11. Gangs (12)
 - a. Gangs which initiate, advocate, or promote activities which threaten the safety or well-being of persons or property on school grounds or school sponsored activity, or which disrupt the school environment and/or school activity are harmful to the education process.
 - b. The use of hand signals, handshakes, gestures, graffiti, or the presence of any clothing, bandannas, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute which indicates or implies membership or affiliation with such a group, presents a clear and present danger. This is contrary to the school environment and educational objectives and creates an atmosphere where unlawful acts or violations of school regulations may occur.
 - c. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang are prohibited.
 - d. Extorting payment from any individual in return for protection from harm from any gang is prohibited.
 - i. Minimum: Out-of-School Suspension
 - ii. Maximum: Recommendation to Expel
- 12. Public Display of Affection (23)
 - a. A public display of affection is inappropriate school behavior. Refusal to comply with reasonable expectations from school staff will lead to disciplinary action. Students shall not touch other students in a sexual manner.
 - i. Minimum: Parent/guardian/person standing in loco parentis Conference
 - ii. Maximum: Recommendation to Expel
- 13. Assault on a Student (05)
 - a. A student commits an offense that results in physical harm to another student, or recklessly engages in conduct that creates a substantial risk of death or serious physical injury to another student.
 - i. Minimum: Out-of-School Suspension
 - ii. Maximum: Recommendation to Expel
- 14. Assault on a School Employee (06)
 - a. A student commits an offense when they willfully and intentionally assault or attempt to assault or physically abuse a school employee.
 - i. Minimum: Out-of-School Suspension
 - ii. Maximum: Recommendation to Expel
- 15. Theft (24)
 - a. A student shall not steal or attempt to steal school or an individual's property. Parents/guardians/persons standing in loco parentis of any minor student under the age of 18 will be liable for property stolen by said minor. If a student steals or is in possession of property belonging to another person or school property worth \$500 or more without permission, the student will be charged with theft of school property and are subject to prosecution.
 - b. Elementary

- i. Minimum: Parent/guardian/person standing in loco parentis Conference
 - ii. Maximum: Detention
 - c. Secondary
 - i. Minimum: Out-of-School Suspension
 - ii. Maximum: Recommendation to Expel
16. Sexual Harassment/Sexual Misconduct (26)
- a. Sexual harassment is unwanted verbal, written, or physical behavior of a sexual nature; physical intimidation and mockery or scorn based on perceived sexual orientation. Such behavior is prohibited.
 - b. Sexual activity or sexual misconduct to include possession of or distribution of pornographic media. Students shall not touch other students in a sexual manner.
 - c. Elementary
 - i. Minimum: Parent/guardian/person standing in loco parentis Conference
 - ii. Maximum: Recommendation to Expel
 - d. Secondary
 - i. Minimum: Out-of-School Suspension
 - ii. Maximum: Recommendation to Expel
17. Harassment (22)
- a. A student shall not engage in conduct or repeatedly commit an act that alarms or seriously annoys another person and serves no legitimate purpose.
 - i. Minimum: Parent/guardian/person standing in loco parentis Conference
 - ii. Maximum: Out-of-School Suspension
18. Terroristic Threats (25)
- a. Students shall not, with the purpose of terrorizing another person, threaten to cause death or serious physical injury or substantial property damage to another person, including teachers or school employees.
 NOTE: Threats conveyed with a weapon shall be reported to the police immediately by the administrator. Also, threats to cause death or serious physical injury to teachers or employees is a felony.
 - i. Minimum: Out-of-School Suspension
 - ii. Maximum: Recommendation to Expel
19. Explosives (16)
- a. No student shall possess, activate, or threaten to use any fireworks or explosive devices of any kind on school grounds, school bus or bus stop, or at school sponsored activities. A student shall not threaten to cause a fire or bombing, activate a bomb, fire alarm, or cause an evacuation.
 - b. Elementary
 - i. Minimum: Parent/guardian/person standing in loco parentis Conference
 - ii. Maximum: Recommendation to Expel
 - c. Secondary
 - i. Minimum: Out-of-School Suspension
 - ii. Maximum: Recommendation to Expel
20. Other/Behavior Not Covered
- a. PCSSD reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline in the schools even though such behavior is not specified in written rules (infraction will be specified).
 - i. Minimum: Reprimand/Warning
 - ii. Maximum: Recommendation to Expel

F. In School Suspension (ISS) – Secondary Only

ISS is for the assignment of students in lieu of OSS. The District created ISS as a means of assisting schools in reducing the number of OSS students. Students who refuse to attend an ISS assignment may receive the equivalent days of an OSS.

Guidelines:

1. Students may be assigned to ISS in lieu of an OSS.
2. Students may not be assigned any more than 5 days per assignment.
3. Classroom work will be provided by the student's teachers each day of the assignment to ISS.
4. Supplemental materials for standardized test preparation will be utilized in the ISS classroom.

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

G. Detention Hall

Detention hall may be assigned depending upon the rule violated as determined by the school administration. This is an alternative program offered by PCSSD to keep students in school. The detention hall is coordinated at the local school level by the building principal. Students who do not attend detention hall may receive 1 day of ISS. Progressive discipline may apply.

H. Out-of-School Suspension (See [Board Policy 4.30](#))

PCSSD strives to find ways to keep students in school as participants in the educational process. However, there are times when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. OSS should not exceed 10 school days. Students are responsible for their conduct that occurs:

- At any time on 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:

1. 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. Insubordinate, incorrigible, violent, or involves moral turpitude.

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

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

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

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

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.

Notice of the suspension, its duration, and any stipulations for the student's readmittance to class will be given to the parent/guardian/person standing in loco parentis or to the student if age 18 or older prior to the suspension by hand and mailed to the last address reflected in the records of the District.

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

It is the responsibility of a student's parent/guardian/person standing in loco parentis to provide current contact information to the District, which the school shall use to immediately notify the parent/guardian/person standing in loco parentis upon the suspension of a student. The notification shall be made via direct contact by phone. If the administrator is unable to reach the parent/guardian/person standing in loco parentis via a phone call, other means may be taken such as voice mail, text message, email, or regular first class letter to the last known mailing address.

The school shall keep a log of contacts attempted and made to the parent/guardian/person standing in loco parentis.

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

During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/guardian/person standing in loco parentis/administrator conference or when necessary as part of the District's engagement or access to education program.

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

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

I. Probation

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

J. Expulsion (See [Board Policy 4.31](#))

1. When a student is suspended by a principal and recommended for expulsion the parent/guardian/person standing in loco parentis will promptly be notified, in writing, of the reason(s) and the procedure to be followed if readmission is sought. The parent/guardian/person standing in loco parentis will be required to sign a statement of receipt. The expulsion recommendation must be signed by the principal.
2. A hearing on the recommendation for expulsion will be conducted by the administrative hearing officer if a request is made in writing within 10 calendar days from the date of the aforesaid notice. The hearing officer will consider the appeal brought by parent/guardian/person standing in loco parentis and the position of the administration making the recommendation and then make a decision based upon equitable factors. This hearing will normally be conducted within 5 days after receiving the request for a hearing. A form and a

stamped addressed envelope which may be used to request a hearing will be enclosed with the aforesaid notice.

3. The findings and recommendation of the hearing officer will be final unless modified or rejected by the Superintendent and/or Board of Education. The hearing officer will furnish to the student or his/her representative complete instructions on his/her right to appeal to the Superintendent and/or Board of Education and the procedures to be followed. A form which may be used for this purpose will also be furnished if requested or if an appeal is indicated. (The appeal request must be made in writing within 5 calendar days.)
4. No appeal will be heard by the Board of Education unless the student has appeared before the hearing officer and presented a written notification of appeal to the Superintendent at least 5 days prior to the next regular School Board meeting, with the exception of students who are in possession of a firearm or who are involved in a fight with any weapon or other dangerous instrument. In these cases a written notification of appeal to the Board of Education must be made to the Superintendent at least 5 calendar days prior to the next regular School Board meeting.
5. An appeal hearing before the Board of Education will be conducted as follows:
 - a. General statement concerning the allegation(s) will be made by the principal or Assistant Superintendent for Equity and Pupil Services or the District hearing officer.
 - b. General statement on behalf of the student.
 - c. Presentation of evidence by the principal or his/her representative.
 - d. Presentation of evidence by the student or his/her representative in defense or mitigation of the allegation(s).
 - e. Rebuttal evidence by the principal if he/she so desires.
 - f. The Board of Education will then make a finding concerning the validity of the allegation(s). If the Board of Education finds the allegation(s) not to be true, this will terminate the hearing and no further action because of this matter will be taken against the student.
 - g. If the Board of Education finds the allegation(s) to be true, the principal will make a recommendation and may offer additional facts of evidence in support thereof. The recommendation need not necessarily be the same as the original recommendation made by the principal.
 - h. The student or his/her representative may elect to make a final statement in mitigation of the allegation(s) and recommendation of the principal.
 - i. The Board of Education will take final action on the recommendation of the principal and may approve, modify, or reject the recommendation.
6. In the absence of a request for a hearing before the hearing officer, the Board of Education will act upon the Superintendent's recommendation.
7. When, because of the circumstances, time is of the essence, the Board of Education and the Superintendent may waive and modify the time and notice provisions of this subsection when such action would be in the best interest of fairness and the furtherance of justice. When a student has been notified that he/she has been recommended for expulsion, he/she will remain away from the school premises pending resolution of the recommendation.

K. Discipline of Students Under IDEA and Section 504

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

The IEP team for an IDEA student with a disability or a Section 504 accommodation team for a 504 student should consider whether particular disciplinary procedures should be adopted for that student and included in the student's IEP or 504 Plan, if a disabled student's placement is to be changed for a period of time exceeding 10 school days.

District special education or Section 504 personnel, whichever is applicable, will be consulted to ensure that proper due process procedures are followed.

Definitions



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

1. Academic Dishonesty/Cheating/Plagiarism: To deliberately and/or deceitfully use and/or obtain materials to copy, duplicate, alter, or plagiarize printed or electronic matter belonging to or prepared by another person and claiming said work product as one's original work or design.
2. Active duty: Full-time duty status in the active, uniformed services of the United States, including without limitation, members of the National Guard and Reserve on active duty orders under 10 U.S.C. §§ 1209 and 1210.
3. ADH: Arkansas Department of Health
4. ALC: Alternative Learning Classroom
5. ALE: Alternative Learning Environment
6. AP: Advanced Placement
7. Assault: A student commits assault in the second degree if he or she recklessly engages in conduct that creates a substantial risk of physical injury to another student. A student commits assault in the first degree if he or she recklessly engages in conduct that creates a substantial risk of death or serious physical injury to another student.
8. Bullying: The intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or a school employee. Bullying may occur through a written, verbal, electronic or physical act that causes or creates a clear and present danger of physical harm or damage to school or student property.
9. Communicable Disease: Illnesses caused by viruses or bacteria that people spread to one another through contact with contaminated surfaces, bodily fluids, blood products, insect bites, or through the air. (Ex. cholera, covid-19, hepatitis, influenza, malaria, measles, or tuberculosis)
10. Cyberbullying: The use of electronic communication to bully a person.
11. Deployment: A period of time extending from 6 months before a member of the uniformed services' departure from their home station on military orders through 6 months after return to his/her home station.
12. DESE: Arkansas Department of Education Division of Elementary and Secondary Education
13. Detention Hall: Students who violate school rules may be assigned to supervised study periods held before, during or after regular school hours. When a student is assigned D-Hall before or after school, the parent is responsible for transportation to and from the school.
14. DMP: Discipline Management Plan is a specific initiative to address the District's goal of eliminating disparities in school discipline by providing discipline management options that do not involve a disruption of education services.

15. Disruptive Behavior: Open defiance or repeated refusal to follow the reasonable directives of any authorized school district employee.
16. Due Process: To guarantee that students will not have their rights taken away unfairly, there are established procedures which school personnel must follow.
17. Eligible Child of Servicemember: 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 1 year after medical discharge or retirement; and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.
18. Excessive Absence: Students shall not be absent more than 10 days in a semester. Whenever a student exceeds 10 absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or person in loco parentis shall be subject to a civil penalty as prescribed by law.
19. Expulsion: Principals may recommend to the Superintendent that a student be prohibited from entering the school or school grounds (except for a prearranged conference with an administrator) until the end of a semester, the end of the current school year, including summer school, or permanently, dependent upon the severity of the offense. Expulsion requires Board of Education approval and may include loss of academic credit.
20. FAPE: Free Appropriate Public Education
21. FERPA: Family Educational Rights and Privacy Act of 1984
22. Harassment: A student shall not engage in conduct or repeatedly commit an act that alarms or seriously annoys another person and that serves no legitimate purpose.
23. IDEA: Individuals with Disabilities Education Act
24. IEP: Individualized Educational Plan
25. Illegal Drugs: Any controlled prescribed or over the counter drug/medication not for the personal use of a prescribed person or any controlled or uncontrolled substance.
26. In-School Intervention: In-School Interventions emphasizes teaching students to behave in ways that contribute to academic achievement and school success and that support a school environment where students and school staff are responsible and respectful. In-school Interventions also emphasizes the need for school staff to promote appropriate behaviors and by teaching, modeling, reinforcing and monitoring appropriate behaviors and by treating many minor misbehaviors as teaching moments rather than punishment opportunities. In-school Interventions recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. In-School Interventions also involves ongoing monitoring of discipline data to ensure equitable school-based discipline practices are implemented in a fair and non-discriminatory manner.
27. Loco Parentis: A person standing in place of a parent.

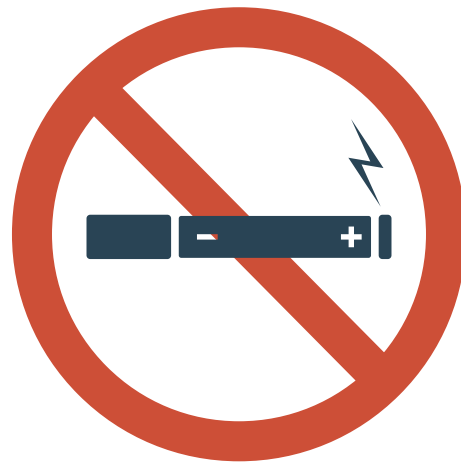
28. Multiple Birth Sibling: A twin, triplet, quadruplet, or other sibling resulting from a multiple birth; and "parent" means the parent, legal guardian, or other person having custody or charge of a student enrolled in a public school.
29. Probation: The principal may suspend punishment for a rule violation and notify the parents/guardians/persons standing in loco parentis and students in writing at the parent conference that the student must obey the rules for the remainder of the school year under penalty of recommendation for expulsion. Both the parent/guardians/persons standing in loco parentis and student will be requested to sign the probation letter. (Must be documented by another employee if they refuse to sign.)
30. 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.
31. Rights and Responsibilities: Students, as well as parents/guardians/persons standing in loco parentis and school personnel, are guaranteed full rights of citizenship by the United States Constitution, and those rights cannot be denied except through due process of law. In order for others to enjoy their citizenship rights, it is necessary for students to behave in such a way that others are treated equally and with respect.
32. RTI: Response to Intervention is a problem-solving approach that uses a 3-tier model of intervention based on an integrated system of assessment and data collection that informs instructional decisions and decisions for a behavior plan at each tier.
33. Rubric: A guide listing specific criteria for grading or scoring academic papers, projects, or tests.
34. School Board: PCSSD elected school board
35. Sexual Harassment/Misconduct: Sexual harassment is unwanted verbal, written or physical behavior of a sexual nature; physical intimidation and mockery or scorn based on perceived sexual orientation. Sexual activity or sexual misconduct to include possession of or distribution of pornographic media.
36. Standards-Based Report Card: Provides detailed information on how well a child is progressing toward the mastery of standards in each subject area.
37. Student Assistance Center (SAC): Center for the assignment of secondary students in lieu of out-of-school suspensions.
38. Suspension: Prohibition of a student from entering the school or school grounds (except for a prearranged conference with an administrator) for a period of time set by the principal of the school or the superintendent. Suspensions normally will not be longer than 10 student contact days including the day on which the suspension is initially imposed.
39. TAC: Teacher Access Center
40. Tardy: A tardy is any time a student arrives after school begins or departs before the end of the school day. An early check out is a departure any time before the school day ends. If a student misses 2.5 hours of instruction it will be considered a half-day absence.
41. Uniformed services: The United States Army, United States Navy, United States Air Force, United States

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

42. Veteran: An individual who served in the uniformed services and who was discharged or released from the uniformed services under conditions other than dishonorable.



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



In compliance with Act 1099, passed during 2013's regular legislative session, Pulaski County Special School District prohibits the use of e-cigarettes on all public school properties. In the act, e-cigarettes are defined as "electronic oral devices" which provide a vapor of nicotine or another substance used to simulate smoking. This restriction applies to all adults and all students.

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

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

