

CONCORD PUBLIC SCHOOLS

High School & Elementary

Student Handbook

2023-2024



Travis Fletcher, Superintendent
870/668-3844

travis.fletcher@concordschools.org

Corey Throckmorton, High School Principal
870/668-3522

corey.throckmorton@concordschools.org

Stephanie Langley, Elementary Principal
870-668-3757

stephanie.langley@concordschools.org

**Concord School District
School Board Members
2023-2024**

Rodney Brackett, President
Jeffrey Wells, Vice-President
Lisa Davis, Secretary
Darren Jones
Paul Lee
Jody Cannon
Janet Creasy

WELCOME

A very cordial welcome is extended to each of you attending Concord Schools. You are beginning a new phase of your life—a very important one—that carries with it many opportunities and responsibilities. As you attend Concord Schools, you will receive training which is designed to prepare you to take your place in the adult world.

MISSION

High School

The mission of Concord High School is to develop independent thinkers, creative problem solvers, and responsible citizens and leaders by raising the level of expectations for all students within his/her potential. Through involvement with parents and community, we will produce competent students ready for the ever-changing technological world of work and/or extended program of study.

Elementary

The mission of Concord Elementary School is to motivate students to excel through high expectations, develop into lifelong independent learners capable of communicating and cooperating in everyday life, and becoming productive citizens of society.

2023-2024 Calendar

June 26-28, August 7-10	Professional Development
August 10	Open House
August 16	1st Day of School
September 4	Labor Day-NO SCHOOL
October 11	1st Qtr Ends (42 days)
October 19	Parent-Teacher Conferences
November 20-24	Thanksgiving Break
December 15	Second Qtr ends (40 days)
December 18-January 1	Christmas Break
January 2	Return to School
January 4	Report Cards go home
February 19	No School
March 8	End of 3 rd Qtr (49 days)
March 14	Parent-Teacher Conferences
March 18-22	Spring Break
May 22	4th Qtr ends (47 days)
May 23-24, May 30-31, June 1	Additional Make- up Days
May 29	Memorial Day

PLEASE COMPLETE, SIGN AND RETURN THIS FORM TO THE SCHOOL OFFICE

Name of Student (please print)

Grade

I/We have received notice of access to the Concord Student Handbook via the Concord School District website (www.concordschools.org) under the State Required Information.

AGREE (initials)	DO NOT AGREE (initials)	Please read each statement carefully and <u>initial</u> the items below to indicate that you "agree" or "do not agree" to each item listed and sign below.
		To allow publication of directory information to all public sources. (This would permit the release of directory information to the military, postsecondary institutions, potential employers and all other public sources such as newspapers.)
		To allow publication of directory information to all school sources. (This would permit the student's directory information to be included in the school's yearbook and other school publications. i.e., If you would like your child's picture to appear in the yearbook, please initial that you agree.)
		Display student information on web site or media .
		Display student photo or video on website or media .
		I understand that my child/children must follow the bus rules in the student handbook. The bus rules are under section 4.19 Transportation / Conduct to and from School pages 54-55.
		Authorize the school nurse or his/her designee to administer medications to son/daughter. I acknowledge that the Concord School District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of medications in accordance with this policy.
		To allow state required physical exams and screenings (Vision, Hearing, Scoliosis, BMI) Ref 4.41
		I consent to the drug testing policy . I understand that if I do not consent, my student will not be able to participate in activity programs (i.e., any activities that meet the guidelines of the Arkansas Activities Association and/or sponsored by the Concord Public School District) or park on campus.
		Student participation in surveys, analysis or evaluations.
		I did receive a parent-friendly copy of the Concord School District Parental Involvement Plan as part of the student handbook. Pg. 19
		I have received a copy of the Concord School District Title I School/Teacher/Parent/Student Compact. Pg. 8
		I have read with my child and understand the student library policy. I will support my child as a Concord School Library patron. Pg. 83

Signature of Parent/Guardian

Date

Signature of Student

Date

*If you would like a paper copy of the Concord Student Handbook, please notify the school office in writing and one will be provided.

TABLE OF CONTENTS

SECTION I: GENERAL INFORMATION

Title I – School/Teacher/Student Compact	8
Parent Involvement Plan Summary	8
Appeals Procedure	9
Planning for Educational Improvement	9
Emergency Information Forms	10
Closed Campus	10
Visitor Identification	10
Student Identification Badges (High School)	10
Contact with Students While at School	11
Telephone Regulations	12
Classroom Disruptions	12
Personal Property at School	12
Weather Related Closing Procedures	12
Elementary Celebrations	13
Field Trips	13
Off-Campus Events	13
Student Fundraising	13
Eligibility to Participate in Extracurricular Activities (High School)	13
Extracurricular Activities (Elementary)	14
Student Organizations/Equal Access	15
Equal Education Opportunity	15
Non-Discrimination and Section 504 Policy	15
Homeless	16
Students Who are Foster Children	17
Freedom of Speech and Assembly	18
Student Media and the Distribution of Literature	18
Food Service	20
School Meal Modifications	20
Food Service Prepayment	21
Accident and Student Insurance	21
Annual Required Notification	21

SECTION II: RESIDENCY AND ENROLLMENT

Residence Requirements	22
Entrance Requirements	22
Uniformed Member's Children	23
Compulsory Attendance Requirements	25
Student Transfers: Accredited/Non-Accredited or Home School	25
School Choice	25
Home Schooling	28

SECTION III: ACADEMICS

Curriculum Development	30
Smart Core Curriculum and Graduation Requirements for the Classes of 2022, 2023, 2024, and 2025	30
Graduation Requirements	31
Graduation Requirements (Class of 2020 and Beyond) Honor Graduate	33

Smart Core Curriculum and Graduation Requirements for the Class of 2026 and Thereafter.....	36
Course Schedule Change	36
Concurrent Credit	36
Advanced Placement, International Baccalaureate, and Honors Courses	37
Advanced Placement Score Replacement Credit Policy	38
The New Arkansas Academic Challenge Scholarship	38
Project College Bound and Bridge to College	38
Grading and Reporting System	38
Citizenship	39
Homework	39
Student Promotion/Retention Policy	40
Permanent Records	41
Privacy of Students' Records/Directory Information	41

SECTION IV: STUDENT BEHAVIOR

Absence	44
Tardy	45
Semester Test Exemption	45
Incentive Day – Elementary	46
Make Up Work	46
Maintaining Academic Integrity	46
Student Dress and Grooming	47
Graduation Dress Code	47
Disruption of School	48
Searcy, Seizure, and Interrogations	48
Video Surveillance	49
Gangs and Gang Activity	49
Student Sexual Harassment	50
Bullying	54
Assault, Battery, and Verbal Abuse	56
Weapons and Dangerous Instruments	57
Tobacco and Tobacco Products	58
Drugs and Alcohol	58
Student Drug Testing Policy	59
Prohibited Conduct	61
Concord School District Acceptable Use Policy (AUP) and Internet Policy	62
Possession/Use of Cell Phones and Other Electronic Devices	64
Transportation/Conduct To and From School.....	65
Student Vehicles	66
Discipline for Students with Disabilities	66
Detention	67
Saturday School	67
Corporal Punishment	67
Suspension from School	67
Expulsion	68

SECTION V: HEALTH AND MEDICATION

Health Policy67

Communicable Diseases and Parasites67

Student Illness and Accidents67

Immunization Requirements67

Student Medications69

Emergency Administration of Epinephrine70

Physical Examinations or Screenings71

Section I: General Information

TITLE I – School/Teacher/Parent/Student Compact

Concord School District is a schoolwide Title I school. All students not performing on grade level will be supported by this project. Parent suggestions and comments are encouraged. In compliance with the guidelines of Title I, parents are encouraged to participate in the education of their child. Below is a School/Teacher/Parent/Student Compact. We ask parents to read the compact with your child and incorporate it into your everyday life and educational routines.

School Agreement

It is important that students achieve, therefore the school will strive to:

- Provide students a place to learn with the appropriate supplies and equipment
- Provide a safe learning environment for each student
- Provide an environment that allows for positive communication between school and home

Teacher Agreement

It is important that I work at helping students achieve therefore, I will strive to:

- Teach the appropriate frameworks
- Provide homework that will enhance learning
- Encourage communication with parents
- Provide parents information regarding student progress

Parent Agreement

I want my child to achieve, therefore I will strive to:

- See that my child is punctual and attends school regularly
- Support the school in its effort to maintain proper discipline
- Establish a time for homework
- Provide a place for homework
- Regularly review homework
- Encourage my child's efforts and be available for questions
- Be aware of what my child is learning
- When age appropriate, read with my child
- If possible, provide a library card for my child

Student Agreement

It is important that I achieve. I will work to the best of my ability, therefore, I will strive to:

- Attend school regularly
- Come to school with the necessary supplies (paper, pencils, etc.)
- Complete and return homework assignments
- Comply with all rules regarding student conduct including bus behavior

CONCORD SCHOOL DISTRICT PARENT INVOLVEMENT PLAN SUMMARY 2023-2024**Statement of Beliefs:**

- We believe student learning will be improved when the school and parents work together as knowledgeable partners.
- We believe the parents are an integral component in the educational success of students regardless of culture, language, special need, or ability.
- We believe that communication between home and school should be regular, two-way, and meaningful.
- We believe that a child's education is a shared responsibility between the school and the home.

Based on these Beliefs Concord School District will:

- Establish opportunities for parents and educators to share "partnering" information.
- Survey parents regarding decisions and practices of the Parent Involvement Policy.
- Survey parents annually regarding their interest, ability to volunteer in the school, time constraints and limitations to being an active volunteer.
- Encourage parents and teachers to communicate about changes in the home and/or school situations.

Concord School District will:

- Provide clear information regarding course expectations and offerings, student placement, school activities, student services and optional programs.
- Provide course and grade information frequently.
- Place information regarding student achievement and placement, programs, grading, and activities in student handbook, as deemed appropriate.
- Inform parents about school reforms, policies, discipline procedures, assessment tools, and school goals.

Concord School District will use a variety of tools to communicate with parents, such as:

- Send quarterly and midterm grade reports home, providing space and encouraging parent comments.
- Provide a Parent-Teacher Conference at least one time per semester. The schools will encourage teachers to promptly contact parents when concern arises.
- Teachers and staff will communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.
- Provide parents an opportunity to volunteer in the classrooms and the school.

Concord School District:

- Provide a Parent Center. The Parent Center is located in building 2, room 1.
- The Parent Facilitator for the District contact information is: Phone 870-668-3757

A complete copy of the Parental Involvement Plan for Concord School District, Concord High School, and Concord Elementary School is available in the school's Principal Office or in the Parent Center Office upon request.

In compliance with Act 1423 of 2013, please sign and return to school the form as acknowledgment of receipt of the Concord School District Parental Involvement Plan.

APPEALS PROCEDURE

The Concord School Board recognizes that there are times when parents do not agree with the actions taken or the decisions made by school personnel. If a parent wishes to appeal a decision or action taken by a school official, the parent must begin with the person who made the decision. Further appeals should be made to the next level in the organization. The organizational levels are as follows:

Level 1: Teacher
Level 2: Principal
Level 3: Superintendent

Appeals will be referred back to the appropriate level if the person at that level has not had an opportunity to hear the appeal.

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

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

- Establish goals or anticipated outcomes based on an analysis of students' needs;
- Identify student supports and evidence-based interventions and practices to be implemented;
- Describe the professional learning necessary for adults to deliver the supports or interventions;
- Describe the implementation timeline for monitoring of the interventions and practices for effectiveness;
- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness; and
- Evaluate and modify a parent, family, and community engagement plan.¹

Some of the data that shall be considered when developing the SLIP includes, but is not limited to:²

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

The SLIP is to be reviewed on an ongoing basis with reports to the board on the implementation progress of the SLIP throughout the year of implementation. By May 1 of each year, the SLIP to be implemented in the upcoming school year shall be presented to the District Board of Directors for review and approval.³ The District will post the District's SLIP(s) to the District's website under State-Required Information by August 1 of each year.

The district shall develop, with appropriate staff; school board members; and community input, a school district support plan (SDSP).⁴ The SDSP, in coordination with the District's SLIPs, shall

- § Specify the support the District will provide to the District's schools;
- § Collaboratively establish priorities regarding goals or anticipated outcomes with the District's schools, including feeder schools;
- § Identify resources to support the established priorities;
- § Describe the time and pace of providing support and monitoring for the established priorities;
- § Describe the measures for analyzing and evaluating that the District support was effective in improving the school performance; and
- Establish, evaluate, and update a parent, family, and community engagement plan.¹

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

The District shall post the District's SDSP to the District's website under State-Required Information, including any updates to the District's SDSP.⁵

If forty percent (40%) or more of the District's students scored "in need of support" on the prior year's statewide assessment for reading, the District shall develop a literacy plan as part of the SDSP that includes:

- Goals for improving reading achievement throughout the District; and
- Information regarding the prioritization of funding, including without limitation, Enhanced Student Achievement funding, for strategies to improve reading achievement throughout the District.

The District's Board of Directors shall hold a meeting annually to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's

schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

EMERGENCY INFORMATION FORMS

The Emergency Information Form that is sent home each year is probably the single most important document parents are asked to complete and return. Student safety and well-being often hinge on the accuracy of the information on this form. During emergency situations, precious moments are lost when information is not accurate and up-to-date. If any telephone numbers, addresses, place of employment, etc. changes during the school year, PLEASE NOTIFY THE SCHOOL.

4.10-CLOSED CAMPUS

Concord School District shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of their regular school day, including the lunch period. Students shall follow procedures established by the building principal for signing out to leave campus. When a student checks out of school they may not return to school unless they have a note from a doctor or have received prior approval from the principal.

VISITOR IDENTIFICATION

Visitors to the school are required to report immediately to the school office to identify themselves and their business on campus. Visitors with business at the school are welcome. For safety and security, all visitors will register in the school office and obtain the appropriate identification badge. Law enforcement officials will detain persons on school property without an appropriate identification badge. All people on school grounds, in school buildings, or at school sponsored events must identify themselves to school authorities upon request.

STUDENT IDENTIFICATION BADGES (HIGH SCHOOL)

Student identification badges are worn for student identification, to access student lunch account, and to check out library materials. All Concord High School Students are required to have their identification badges on upon arrival on the Concord School District campus for the academic school day.

Identification badge regulations:

- worn on the school issued lanyard or other approved lanyard
- worn below the neck, above the waist, on the lanyard
- must be forward-facing displaying the student's photo and name
- must be visible at all times
- may not wear another student's identification badge
- badges may not be destroyed, defaced, or altered -- badges and school-issued lanyard are considered school property
- approved lanyards with any other items attached are at the principal's discretion to be removed (e.g., keys, wallets...if items obstruct the view of the student's identification badge, the student will be required to remove the items)

If a student forgets his/her identification badge, a temporary identification badge may be requested in the high school office between 7:30-8:00 a.m. or during x period. Temporary identification badges are good for one day. If an identification badge is lost, a replacement badge is available at the cost of \$5.00 to the student. Replacement lanyards are available at a cost of \$2.00.

Consequences for forgotten identification badge: (consequences are per semester)

- 1st offense - temporary identification badge issued
- 2nd-4th offense - temporary identification badge issued, student is assigned lunch detention
- 5th and any following offenses - temporary badge issued, student is assigned Saturday school

4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of

his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, and any other policies that may apply.

Arkansas law provides that, in order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District's schools, the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation. The custodial or non-custodial parent may send to/drop off the student at school to be sent to/picked up by the other parent on predetermined days in accordance with any court order provided by the custodial parent or by a signed agreement between both the custodial and non-custodial parents that was witnessed by the student's building principal.¹ Unless a valid no-contact order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

CONTACT BY LAW ENFORCEMENT, SOCIAL SERVICES, OR BY COURT ORDER

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

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

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

CONTACT BY PROFESSIONAL LICENSURE STANDARDS BOARD INVESTIGATORS

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

CHECKING STUDENTS OUT DURING THE SCHOOL DAY

Please avoid checking-out your child early unless you have an appointment for the child, such as a doctor/dentist appointment that cannot be scheduled at another time. Also, the end of the school day is a difficult time for teachers to keep children focused and working; parents checking-out children during the last fifteen (15) minutes of school embellishes this problem. Please avoid checking-out your child during the last fifteen (15) minutes of the day.

When it is necessary for students to leave school during the day, the best practice is for the parent/guardian to enter the building and complete the check-out log in the office. If the office personnel are not familiar with parents/guardians, identification will be required. In the event the parent/guardian is unable to enter the building and the student is leaving school early, a note or phone call from the parent/guardian is acceptable. If the note or phone call is questionable, the office personnel will make every effort to contact the parent/guardian to verify permission.

Any student in kindergarten through sixth grade that misses more than half of the class period will be counted absent in that period.

TELEPHONE REGULATIONS

Students may use the telephone in the principal's office with the principal's permission only in case of emergency or for school business. Individuals will not be called from class to the telephone except in an emergency or for school business. The school secretary will take a message, to be delivered at a break, from a parent or guardian for any student. Parents should not routinely phone the school with messages and directions about how their child should get home that day. Please arrange transportation with your children before sending them to school and notify the school of any changes to normal routine.

CLASSROOM DISRUPTIONS

Concord Schools place a high priority on classroom instruction time. Every effort is made to eliminate unnecessary and unscheduled disruptions. The following are some ways parents can help:

- Schedule appointments so students are not checked out of school or returned to school during a class.
- Do not check students out of school during the last fifteen (15) minutes of the day except in emergency situations or for medical appointments.
- Arrange transportation with your child before sending him/her to school. Calling the school office to have a message sent to your child is very disruptive. Parents should notify their child's teacher in writing if the child is being transported home in a way other than the usual way. If a daycare is involved, the parent should do the communicating with the daycare as well as the school.
- If flowers/gifts are sent, the student will be notified but the items will be kept in the office until the end of the day, when the students may come by the office to pick them up.
- Students' toys are not allowed at school.
- Party invitations will not be allowed to be delivered or handed out at school **unless** the entire class receives one.

PERSONAL PROPERTY AT SCHOOL

***THE SCHOOL WILL NOT BE RESPONSIBLE FOR LOSS, DAMAGE, OR THEFT OF ANY PERSONAL ITEMS**

BROUGHT TO SCHOOL. Students are discouraged from bringing personal items to school. If an item is not required for academic work, it should be left at home. Personal items (e.g. trading cards, basketballs, footballs, games, money), when lost or stolen, can be very disruptive to the classroom. School personnel involved in tracking down lost or stolen items lose valuable instructional time, and the student who lost the item often gets emotionally upset and may remain upset for long periods of time. It is our practice not to sacrifice large blocks of classroom time to do investigative work in order to recover lost or stolen personal items. The school will not be responsible for lost or stolen items.

Please remember to mark articles of clothing, such as coats, jackets, sweaters, hats, gloves, etc. with permanent identification. You should also mark other items brought from home such as lunch boxes, notebooks, folders and backpacks. The school is not liable for a student's personal property when it is destroyed or stolen by another student. The district will take proper disciplinary action but compensation for damaged or stolen property will need to be pursued between parents/guardians or perhaps through the legal system.

WEATHER RELATED CLOSING PROCEDURES

When it becomes necessary to close school, the decision will be made as early as possible. Decisions will be made based on road conditions rather than weather forecasts. Students and parents will be notified through the following communication sources.

- KARK Television (Channel 4)
- KATV Television (Channel 7)
- KTHV Television (Channel 11)
- WRD Entertainment (Radio)
- CRAIN Media Group (Radio)
- CLEAR CHANNEL RADIO
- The school phone notification system

Should conditions develop during the school day, which warrant early dismissal from school, these same sources, listed above, will be notified. The decision to dismiss school earlier than the regular time will be made as late as is practical and will, if at all possible, come after lunchtime. Parents/guardians are urged to be certain that students know what to do if school should be let out early. Parents/guardians will not be contacted by phone before school is dismissed.

School closings will be announced day-to-day. The school will not announce multiple day closings. Snow routes will be used when appropriate.

ELEMENTARY CELEBRATIONS

We recognize that due to the increasing prevalence of food allergies and other health issues affecting our students we must be proactive and do our part to protect everyone by monitoring food, snacks, treats, and drinks that are consumed in our schools. We must be diligent to protect everyone by eliminating any possible source of harm. Food that is brought to school **must be** store

bought, prepackaged, and in the sealed container it was purchased in prior to use. No homemade food items will be allowed for parties. Students will be allowed to individually bring homemade or home-baked foods for personal snacks, lunches, etc. However, the sharing of these snacks or passing out snacks to others will not be permitted. Party invitations will not be allowed to be delivered or handed out at school **unless** the entire class receives an invitation.

FIELD TRIPS

Students must be in good standing to attend any field or class trips. Good standing will be determined by the building principal based on attendance, academics, and overall student behavior. If a parent attends a school-sponsored trip and serves as a chaperone, other children may not attend the field trip with the parent i.e. younger siblings, nieces, etc.

The senior class will be allowed one (1) senior trip day. The trip will be taken the week of graduation while the students are out unless extenuating circumstances occur.

OFF-CAMPUS EVENTS

Students at school sponsored events, both on and off campus, shall be governed by school regulations, and are subject to the authority of school personnel. Actions by students that violate these regulations, or the refusal to obey reasonable instructions of school personnel, may result in the loss of the privilege to attend these events and may result in disciplinary action applicable under the regular school program.

Any student who misbehaves at a school related activity is subject to losing the privilege of attending all school-related activities for the remainder of the year, as well as being subject to all applicable discipline policies.

Elementary students should not be left at school or dropped off to attend school related activities, such as ballgames, without adult supervision.

STUDENT FUNDRAISING

No student shall conduct a fundraiser on campus without the approval of a class/club sponsor and the building-level administrator.

4.56a-ELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

All student eligibility and participation is governed by the Arkansas Activities Association. Concord High School is a member of the AAA and follows all regulations.

High School – Grades 7-12

- Extracurricular activities shall not be a hindrance or interference to classroom instruction.
- Non-instructional activities will be scheduled evenly over the school day.
- Students shall abide by student organization constitutions, rules and guidelines.
- In order to participate in extracurricular activities, a student must have and maintain the grade or grade point average specified in the by-laws and/or constitution of the student's activity/organization or pass the number of courses with grades as required by the Arkansas Department of Education as contained in Regulatory Bulletin 98-54, dated November, 1997. Copies of the above cited bulletin are available from the principals' offices and from coaches.
- Absenteeism will affect participation. If a student is absent from school more than four periods, participation in that day's activity will be prohibited without prior approval of the principal. (Extracurricular activities include practice).
- Disciplinary action, such as In-School Suspension, Saturday class and suspension may affect a student's future eligibility for participation in extracurricular activities, student groups and special school functions.
- After four (4) weeks of a semester, students who drop a course will receive a failing grade for that semester which may affect eligibility in student organizations and/or extracurricular activities.
- A student may participate in two (2) or more activities even though there are occasional scheduling conflicts. However, a student in grades 9-12 can only participate in one (1) non-credit class during the school day (Act 675).
- It shall be the responsibility of the teachers/sponsors to anticipate direct conflicts and agree on a plan which will permit the student to participate without penalty in the other activity. At the same time, students should be aware of the constitution that governs their actions in participating in extracurricular activities.
- When schedules conflict and there is a way for the student to participate in both activities, it is the responsibility of the student and/or parent to do so even at extra expense and/or sacrifice.

4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Definitions

"Extracurricular activities" are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating,

Commented [SL1]: This does not match ASBA policy. Options: replace with current ASBA policy or write one unique to district...requires legal consultation

recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intra scholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

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

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

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity¹ (tournaments or other similar events excepted with approval of the principal.² All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school’s administration, the student’s participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.³

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph’s provisions when the student’s failure was due to exceptional or extraordinary circumstances.⁴ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁵

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

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

In grades K-6 all students participating in extracurricular activities will sign a “Code of Conduct Agreement for Students with Concord Elementary. All coaches and parents/guardians will sign a “Code of Conduct Agreement for Coaches and Parents/Guardians. In an effort to control interruptions and maintain balance, extra-curricular events will be kept to a minimum. All such activities will require the approval of the building principal.

4.12-STUDENT ORGANIZATIONS / EQUAL ACCESS

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

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

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

Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program.

Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.¹

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Concord School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.¹

Inquiries on non-discrimination may be directed to Mr. Travis Fletcher, who may be reached at:

Concord School District
10920 Heber Springs Rd. N
Concord, AR 72523
travis.fletcher@concordschools.org
870-668-3844

Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided below. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

Stephanie Langley
10920 Heber Springs Rd. N
Concord, AR 72523
stephanie.langley@concordschools.org
870-668-3757 ext 101

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

NON-DISCRIMINATION AND SECTION 504 POLICY

No pupil shall be discriminated against because of age, color, disability, parental status, marital status, race, national origin, religion, sex or veteran status. Parents who have a temporary or permanent disability may request the District to provide appropriate accommodations necessary for them to participate in essential instructional activities of their students. Students who are at least eighteen (18) years of age may submit their own requests.

It is the policy of the Concord School District to provide a free appropriate public education to each qualified student with a disability within its jurisdiction, regardless of the nature or severity of the disability. It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services.

Under Section 504, due process rights of qualified students with disabilities and their parents are guaranteed in the Concord School District. Priscilla Johnson serves as the Coordinator of Section 504 and other equity issues for the Concord School District. She may be contacted at P.O. Box 10, Concord, AR 72523, or by phone at 870/668-3844, between the hours of 8:00 a.m. and 3:30 p.m., Monday through Friday.

4.40-HOMELESS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.52—STUDENTS WHO ARE FOSTER CHILDREN

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

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

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

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

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

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

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

Foster Child School Choice

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

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

or the foster child if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State board within ten (10) days of receiving the notification letter.

The District shall only reject a Foster Child School Choice application if:⁵

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

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

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

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

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

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

FREEDOM OF SPEECH AND ASSEMBLY

Students are entitled to expression of personal opinions as long as the rights of others are not violated and provided that the expression does not cause disruption of the classroom educational process. Obscenities are prohibited. Students may assemble peaceably. To avoid disruption of the educational process, all student meetings must function as a part of the educational process or as authorized by the principal. Meetings that interfere with the operation of the school are prohibited.

4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

Definitions

"School-sponsored media" means all student media that are:

- Supported financially by the school;
- Supported by the use of school facilities; or
- Produced in conjunction with a class.

"Student journalist" means a student who gathers, writes, edits, photographs, records, video tapes, or prepares information for dissemination in student media.

"Student media" means any means of communication that are:²

- Prepared, substantially written, published, or broadcasted by a student;
- Distributed or generally made available, either free of charge or for a fee, to members of the student body; and
- Prepared under the direction of a student media advisor.

"Student media" does not include media that is intended for distribution or transmission solely in the classroom in which it is produced.

"Student media advisor" means an individual who is employed, appointed, or designated by the District to supervise or provide instruction with respect to student media.

Student Media

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

1. Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator to be ungrammatical; poorly written; inadequately researched; biased or prejudiced; vulgar or profane; or unsuitable for immature audiences.
3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; conduct that is otherwise inconsistent with the shared values of a civilized social order; or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited media includes those that:
 - a. Are obscene as to minors;
 - b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth;
 - c. Constitute an unwarranted invasion of privacy as defined by state law;
 - d. Suggest or urge the commission of unlawful acts on the school premises;
 - e. Suggest or urge the violation of lawful school regulations;
 - f. Scurrilously Attacks ethnic, religious, or racial groups; or
 - g. Harass, threaten, or intimidate a student.

Student Media on School Web Pages

Student media displayed on school web pages shall follow the same guidelines as listed above and shall also:

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

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

A student or group of students who distribute ten (10) or fewer copies of the same non-school literature, publications, or materials (hereinafter "non-school materials"), shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school materials¹ shall have school authorities² review their non-school materials at least three (3) school days³ in advance of their desired time of dissemination. School authorities shall review the non-school materials, prior to their distribution and will bar from distribution those non-school materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution.⁴ Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non-school materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur⁵; and
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.⁶
6. Students shall be responsible for the removal of excess literature that is left at the distribution point for more than 5 days.⁷

The Superintendent, along with the student media advisors⁸, shall develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and timelines for the review of materials.

FOOD SERVICE

Students should not skip meals. The district expects each child to eat a nutritious lunch each day. Call your child's school office to get information about free and reduced lunches.

eTriton, a computerized program, is used for collecting, recording and monitoring student cafeteria accounts. Students are encouraged to pay for lunch by the week or month. Parents are welcome to mail checks directly to: Concord Public School, c/o Child Nutrition, P.O. Box 10, Concord, AR 72523. Parents may be notified weekly when their child's eTriton lunch account is low.

The cost of meals for the 2022-2023 school year is as follows:

<u>Breakfast</u>		
Paid	\$1.50	K-12
Reduced	\$.30	K-12
Adult	\$2.50	

<u>Elementary Lunch</u>		
Paid	\$2.50	
Reduced	\$.40	
Adult	\$3.85	

<u>High School Lunch</u>		
Paid	\$2.80	
Reduced	\$.40	
Adult	\$3.85	

Parents, who bring food to school for their child, from home or from local eateries, should bring only enough for their child.
Parents should not provide food for any child but their own.

Students who bring food from home should only bring enough for themselves. Students who are checked out to eat lunch may not bring food back to campus.

4.50—SCHOOL MEAL MODIFICATIONS

The district only provides modified meal components on menus to accommodate students with a disability. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition¹ a medical statement completed by a State licensed healthcare professional, which includes:²

Physicians, including those licensed by:

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

The medical statement should include:

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

If the information provided in the medical statement is unclear, or lacks sufficient detail, the district's Director of Child Nutrition¹ shall request additional information so that a proper and safe meal can be provided.

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

Parents may file a grievance regarding the request for accommodations with the District's 504 Coordinator³, who will schedule a hearing on the grievance to be held as soon as possible. The 504 coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.

The district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

4.51— FOOD SERVICE PREPAYMENT

Meal Charges¹

Option 1: The district does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:²

- Submitting cash or check payment at Concord Schools³;
- Depositing funds through the District's online service;

A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance at the following times :⁴

Unpaid Meal Access⁶

In accordance with Arkansas law, the District allows students whose accounts do not have enough funds to purchase a meal to receive an unpaid reimbursable meal at no charge. The District will notify a student's parents:⁷

- When the student's prepaid account balance has dropped to the point that the student will begin receiving unpaid meals;
- Each time the student receives the first unpaid meal after money has been deposited into the student's prepaid account; and
- After the student has received five (5) unpaid meals.

Students who have submitted proper documentation to receive a meal modification in accordance with Policy 4.50—SCHOOL MEAL MODIFICATIONS shall receive the same type of modification for an unpaid meal.

ACCIDENT AND STUDENT INSURANCE

The school does not carry liability insurance and is immune from liability and from suit for damages. (A.C.A. § 21-9-301) **It is strongly recommended that parents purchase student insurance to cover their child while at school, particularly if no other health coverage is in force.**

ANNUAL REQUIRED NOTIFICATION

This is to inform the parents, teachers, guardians and school employees that the Asbestos Hazard Emergency Response Act (AHERA) Inspection and Management Plan for the Concord Public Schools is located in the administrative office of each campus and can be reviewed during normal business hours.

SECTION II: RESIDENCY & ENROLLMENT

4.1—RESIDENCE REQUIREMENTS

Definitions

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

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

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

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

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

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

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

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

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

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

4.2—ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

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

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

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

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

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

The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or his/her parent or legal guardian presenting for enrollment.¹

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - e. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
 - f. United States military identification; or
 - g. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.³
4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy:

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

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

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

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

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

"Eligible child" means the children of:

- Active duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement;

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

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

"Transition" means the:

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

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

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

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

An eligible child as defined in this policy shall:

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

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

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

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

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

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

International Exchange Students

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

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

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

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

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

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

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

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

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

4.3-COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (4.1 RESIDENCE REQUIREMENTS), within a 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 homeschooled and the conditions of policy (4.6-HOMESCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
4. The child who has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child age sixteen (16) or above who is enrolled in a post-secondary vocational-technical institution, a community college, or a two (2)-year or four (4)-year institution of higher education.
6. The child age sixteen (16) or seventeen (17) who has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

4.4—STUDENT TRANSFERS

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

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

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

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

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

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

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

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

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

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

4.5—SCHOOL CHOICE

Standard School Choice

Exemption

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

Definition

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

Transfers into the District

Capacity Determination and Public Pronouncement

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

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

Application Process

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

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

Accepted Applications

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

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

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

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

Rejected Applications

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

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

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

Transfers Out of the District

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

Facilities Distress School Choice Applications

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

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

Opportunity School Choice

Transfers Into or Within the District¹⁴⁹

For the purposes of this section of the policy, a "lack of capacity"¹⁴⁰ is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the DESE Rules for the Standards for Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity¹⁴⁰ at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District¹⁴⁹ or from the student's resident district into the District if:

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

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

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection.¹²¹ Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

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

The District may, but is not obligated to provide transportation to and from the transferring district.¹²²

Transfers out of, or within, the District¹⁴⁰

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

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

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

Uniformed Service Member Dependent School Choice

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

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

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

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

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

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

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

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

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

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

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

Unsafe School Choice Program

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

SECTION III: ACADEMICS

5.3—CURRICULUM DEVELOPMENT

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

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

Each school shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education.¹ Each school's administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.²

The District shall not purchase curriculum for the District's reading program that is not from the list of curricula approved by the Division of Elementary and Secondary Education.³

4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2023, 2024, AND 2025

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*⁴ will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

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

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

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means:⁴

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

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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

Digital Learning Courses

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

Personal and Family Finance

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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

HONOR GRADUATE REQUIREMENTS - HIGH SCHOOL (FOR THE CLASSES OF 2020 AND BEYOND)

In order to receive a high school diploma from Concord School District students must meet the following requirements.

1. Complete the prescribed courses as described in an orderly and prescribed manner.
2. English I, II, III, and IV must be taken in sequential order.
3. Only one level of English may be taken per year. Exceptions will only be made when failed courses are being retaken.
4. Students may not be considered for senior status unless all correspondence work is completed by the end of the 1st semester.
5. Distinguished Honor Graduate(s), High Honor Graduate(s), and Honor Graduate(s) will be determined at the end of the 2nd semester of the student's senior year.

Distinguished Honor Graduates--Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 4.000 (not to be rounded off). Each student with this distinction will be considered as rank one (1) for class rank purposes.

High Honor Graduates-- Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 3.750(not to be rounded off) and a maximum of 3.999. The class rank for these students will be determined based on the number of students earning the distinction of High Honor Graduates and be ordered based on their earned GPA.

Honor Graduates--Students meeting the requirements for the distinction of honor graduate with a minimum GPA of 3.50 (not to be rounded off) and a maximum of 3.749. The class rank for these students will be determined based on their earned GPA. Class rank for all graduates not earning the distinction of honor graduate will be ordered based on their earned GPA.

The following Honor Graduate Curriculum are the only classes that will be used to factor the Honor Graduate GPA for Honor Graduate purposes. AP and Concurrent classes will be taken from the 5.0 scale. This is not an official eSchool/state GPA and is only used locally.

GPA is figured to the thousandth with no rounding up.

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

Mathematics: four (4) units with the lowest level accepted being Algebra 1

Natural Science: three (3) units with lab experience, one of which must be Biology.

Social Studies: three (3) units including Civics/ Economics, World History, & U.S. History

Health/Safety Education: ½ unit

Oral Communications: ½ unit

Fine Arts: ½ unit

Advanced Placement Courses &/or Concurrent Courses: At least four (4) units (AP and Concurrent Units will be weighted on the 5.0 scale for local purposes only.) The course with the highest grade will be calculated for this requirement, unless the AP or Concurrent Course is taking the place of the required high school course.

The remedial/developmental education course cannot be used to meet core subject area/unit requirements or honor graduate status.

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026 AND THEREAFTER

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

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

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

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means:⁴

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

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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

Digital Learning Courses

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

Personal and Family Finance

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

Computer Science

All students shall earn one (1) unit of credit in a computer science course in order to graduate.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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

COURSE SCHEDULE CHANGE

The first five days of each semester shall be designated as the high school courses schedule change adjustment period. Students taking AP or concurrent courses shall have ten days to add/drop specific AP or concurrent courses. Any changes requested after these set adjustment periods will require principal's approval.

5.22—CONCURRENT CREDIT

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

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

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

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

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

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

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

A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the student's first six (6) concurrent credit hours so long as the concurrent credit courses are taught on the District grounds and by a teacher employed by the District.² Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

CONCORD STUDENTS: The Arkansas Concurrent Scholarship will be applied to eligible students for up to two (2) classes per semester (6 credit hours).

5.21—ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS COURSES

Students in grades 7-12 who take advanced placement (AP) courses; International Baccalaureate (IB) courses; honors or concurrent credit college courses;¹ or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) shall be graded according to the following schedule:

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

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

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

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

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and
- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.²

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

Students who transfer into the district will be given weighted credit for the AP courses; IB courses; honors or concurrent credit college courses;¹ and other courses approved by DESE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale.

ADVANCED PLACEMENT SCORE REPLACEMENT CREDIT POLICY

Any student that takes an Advanced Placement course, scores the appropriate score for an accredited college or university, has the college or university apply it to an official transcript, may petition Concord High School to also add it to their high school transcript and receive credit for the specific college course. It may replace the specific grade level course credit. A committee of certified teachers shall convene to determine eligibility.

E.g. A student takes AP English Literature, scores a 3 on the AP English Literature exam, ASU-Beebe accepts the score of 3 and awards the student with English Composition 1 credit. A committee of certified teachers will convene. Concord High School will then accept or deny the English Composition 1 credit. If accepted, Concord High School will apply it to the student's transcript. English Composition 1 could then replace the student's 12th grade English credit.

THE NEW ARKANSAS ACADEMIC CHALLENGE SCHOLARSHIP

The Academic Challenge Program provides educational assistance to Arkansas residents in pursuit of higher education. Additional funding made possible by the Arkansas Scholarship Lottery has allowed the expansion of the Arkansas Academic Challenge Scholarship. The universal online application may be found at www.adhe.edu. By completing this online form, students can search and apply for scholarships and grants, create an individual account, check the status of their applications, receive alerts and notices through email, and manage their individual account 24/7. Award amounts are determined by the legislature.

Eligibility requirements: An applicant must be an Arkansas resident and U. S. citizen or lawful permanent resident; be accepted for admission at an approved Arkansas institution of higher education in a program of study that leads to a baccalaureate degree, associate degree, qualified certificate, or a nursing school diploma; not have earned a baccalaureate degree; and completed the Free Application for Federal Student Aid (FAFSA) (although there will be no maximum income cap). Additional eligibility criteria for "traditional" students (which includes graduating high school seniors) are that the student must enroll in the fall semester immediately after high school or place the scholarship on hold up to one year; enroll full time each semester; and graduate from high school in the current year. Traditional students graduating from Concord High School must also complete the Smart Core Curriculum and achieve a 19 on the ACT composite or the equivalent score. The deadline to apply is June 1. Nontraditional student regulations as well as more information on the Arkansas Academic Challenge Scholarship, the GO Grant, and other state programs may be found at the Arkansas Department of Higher Education's website (www.adhe.edu) or by calling 501-371-2050. You may email them at finaid@adhe.edu

PROJECT COLLEGE BOUND and BRIDGE TO COLLEGE

In order to encourage our students to continue their education after high school graduation, Concord High School is participating in Project College Bound and Bridge to College. We will teach our seniors how to apply for college, what to look for on a campus tour, how to apply for financial aid, and how to register for classes their freshman year. No matter what college or vocational school they end up attending, this is basic information that will make the transition to life after high school much less stressful.

During the fall semester, we will take all seniors to visit the University of Arkansas Community College at Batesville and Arkansas State University—Heber Springs for the first part of this year-long program. We will participate in various activities throughout the day, including learning about college admissions tests and what information is needed in order to complete an application for admission to any college, and how to read a catalog to understand the programs of study available at that institution. A college entrance exam will be given to all seniors, free of charge, on our campus so every student will have college admission test scores for these two colleges.

Later in the school year we will have a speaker on how to apply for financial aid, and then actually have someone from the college financial aid offices here to help seniors and their parents complete the necessary forms in January after the family's tax information has been gathered. In March, we will teach seniors how to understand college course offerings and how to read a class schedule by having them choose courses as if they were entering college freshmen. By the time our high school graduation rolls around, the seniors will have gone through the entire process, and their financial aid will be ready at the institution of their choice and they will be admitted to at least two colleges.

Even if a student thinks that he/she doesn't want to go to college, he or she may change his or her mind next August when all their friends are getting ready to leave for school. Completing this program will leave their options open and hopefully help prepare them for the "real world" of life after high school.

GRADING AND REPORTING SYSTEM

Elementary students receive one (1) permanent grade on their permanent record for each subject per year. High school students receive one (1) permanent grade on their permanent record for each subject per semester. That grade comes at the end of the year and is an average of the grades for each grading period during the year. The district, in order for parents to monitor their child's progress, will issue a grade report at the end of each grading period and will schedule two (2) parent conferences during the school year.

Parents may also call the school office to schedule appointments with their child's teacher(s) if extra communications are necessary.

Student's grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

High School

Scholastic Grading System-Grades are given for daily, weekly, and monthly work and for nine week periods.

1. Semester tests will count as 20% of the semester grade.
2. Semester grades will be determined using the following:
 - Nine week grade (2) = 40%, semester test – 20%Example: 1st nine week grade (40%) + 2nd nine week grade (40%) + semester test (20%)
= semester grade.

Elementary

Kindergarten

Academic Scoring Guide: Kindergarten students will be evaluated based on Arkansas Academic Standards. Mastery is determined by each standard. (i.e., Standard RF.K.1.D states a student will recognize and name all upper-and lowercase letters. If a student meets this standard successfully on repeated occasions, the student would score a 2). Student scores will be based on classroom observations, formative assessments, summative assessments, and benchmark assessments.
1- Student consistently does not meet grade level expectations.
2-Student consistently meets grade level expectations
3- Student consistently performs above grade level expectations

Grades First - Sixth will assign grades based on the following percentage levels:

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

CITIZENSHIP

At the beginning of the school year, each teacher shall explain his/her expected classroom behavior and the penalties for student misbehavior. Students are expected to uphold the behavior standards in the classroom as well as those in the building and the school district. Citizenship markings are based on each child's efforts to uphold these standards and in no way reflect academic grades or failure to complete homework. Citizenship marks are as follows:

- O - Citizenship is Outstanding
- S - Citizenship is Satisfactory
- N - Citizenship Needs Improvement
- U - Citizenship is Unsatisfactory

HOMEWORK

The Concord School District recognizes homework as a beneficial extension of the instructional program. The term homework refers to school related work that is assigned to be completed by the student after the regular instructional day has been completed. At the beginning of each school year, each teacher will send home a written explanation of his/her homework expectations for the year.

The district has established the following guidelines for homework.

- Kindergarten: minimal; as needed.
- Grades 1-2: This is the beginning of the expected practice of homework as a part of the student's educational program. Homework is assigned at the discretion of the teacher.
- Grades 3-6: Assignments are given which, in the judgment of the teacher, will assist the student to learn and develop initiative and responsibility. Homework is a regular part of the educational program. With a student having multiple teachers in these grade levels, coordination between teachers is important.
- Grades 7-12: Assignments are given which, in the judgment of the teacher, will assist the student to learn and develop initiative and responsibility. Homework is a regular part of the educational program. With a student having multiple teachers in these grade levels, coordination between teachers is important.

4.55- STUDENT PROMOTION/RETENTION POLICY

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

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

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

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.¹ If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

- a. The building principal or designee;
- b. The student's teacher(s);
- c. School counselor;
- d. A 504/special education representative (if applicable); and
- e. The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

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

Each student² shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

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

By the end of grade eight (8), the student's SSP shall:³

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

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

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

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below² who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion or retention of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.⁴ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁵

PERMANENT RECORDS

Permanent school records, as required by the Arkansas Department of Education, shall be maintained for each student enrolled in the District until the student graduates or is beyond the age of compulsory school attendance. A copy of the student's permanent record shall be provided to the receiving school district upon the transfer of the student to another district.

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty five (45) days¹ of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

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

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

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

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

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

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

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

education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.²

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

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

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his/her designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.³

Unless the parent or guardian of a student (or student, if above the age of eighteen (18)) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements.⁴ "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance,⁵ his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

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

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

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

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

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

The District shall ensure that all contracts that disclose or make available student personally identifiable information to vendors, including school service contract providers, school service on-demand providers, and other third parties, including

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

SECTION IV: STUDENT BEHAVIOR

4.7—ABSENCES

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

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

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

Excused Absences

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

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (3) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.²
2. Death or serious illness in their immediate family;³
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;⁴
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.⁴⁵
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
 - Labor, delivery, and recovery;
 - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
 - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
 - A legal appointment related to pregnancy or parenting, including without limitation:
 - Adoption;
 - Custody; and
 - Visitation;
 - A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
 - At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.⁶

Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page.⁵⁷

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

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

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

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

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with 10 unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has 5 unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified⁷⁹. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds 10 unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student; the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the school or district administrator or designee.⁸¹⁰

Students who attend in-school suspension shall not be counted absent for those days.⁹¹¹

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.⁹¹¹

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

TARDIES

Grades 3-12

Promptness is an important character trait that the high school staff is encouraged to model and help develop in our school's students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement.

Disciplinary Consequences:

- 1st Offense - Warning
- 2nd – 4th Offense - Lunch detention for one day;
- 5th Offense & Beyond – Saturday School.

Tardies are counted on a per semester basis.

Tardy is defined as any student that is not in his/her assigned classroom when the tardy bell begins to ring. If a student is absent 25 minutes or more of a class period he/she will be considered absent for that period, anything less than 25 minutes will be considered a tardy.

Elementary

Being prompt to school is one of the essential elements in having each day begin smoothly for your child and the child's classmates. The tardy bell rings at 8:10 a.m. **If a student is tardy to school, the parent or guardian must come into the school office to sign-in the student.** This helps ensure the safety of your child. This also eliminates the possibility that students are late without their parents being aware of their tardiness. **Any student in grades kindergarten through sixth grade that misses more than half of the class period will be counted absent in that period.**

Habitual tardiness is disruptive to the education of the child. Equally important is the disruptive impact on the other students as the flow of the class is disrupted by the child's late entry, requiring the teacher to take time away from the class in order to get the tardy student on task with the other students.

SEMESTER TEST EXEMPTION

In an effort to promote good attendance the Concord High School will allow students who are passing their courses and have not missed the required number of days (excused and unexcused absences) to be considered exempt from taking their semester exams. Requirements for semester test exemption are as follows:

1. Student has a minimum semester grade of 90% and has no more than 5 absences.

- 2. Student has a minimum semester grade of 80% and has no more than 4 absences.
- 3. Student has a minimum semester grade of 70% and has been absent 3 days.

Students who are considered exempt will be allowed to take their semester test if they choose to do so, in this case if the test raises the student’s grade it will be averaged and accepted, however if it lowers the student’s grade it will not count against that student. Students who are not considered exempt are required to take semester exams and their grade on the test will be averaged into their semester grade.

INCENTIVE DAYS – ELEMENTARY

Concord Elementary will be recognizing students having good attendance, academics, and behavior with Certificates and Incentive Days. Students may earn one (1) Incentive Day per semester. These days may be utilized during the High School Semester Testing Schedule only. The Incentive Day must be used during the current semester. Incentive Days will not transfer between semesters or Academic School Years.

Start NOW with perfect attendance. Tardiness and early checkouts will count against perfect attendance regardless of whether the tardiness or the absences are excused or not. **Good attendance is a good habit to develop early.**

Behavior is another consideration for earning an Incentive Day. In order to use your earned Incentive Day, students may not have more than two (2) Office Referrals per semester.

If a student receives for a semester average:	Then per semester the child may have accumulated NO more than the following number of absences (excused and unexcused):
All A’s	5 Days
All A’s and B’s	4 Days
A’s B’s and C’s	3 Day

4.8—MAKE-UP WORK

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

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

Work may not be made up for credit for absences in excess of the number of allowable absences in a semester **unless** the absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.

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

In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set forth in Policy 4.57—IMMUNIZATIONS.

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

- a. Retaking a semester at the District school where the student is enrolled;
- b. Participating in an online course credit recovery program;
- c. Being granted six (6) weeks to continue at the same pace and finish the semester at a later date, provided that the student may:

- Complete the student's coursework within the current school year; or
 - Attend previously scheduled summer school classes made available by the District Where the student is enrolled; and
- d. Receiving home-based instruction services.

MAINTAINING ACADEMIC INTEGRITY

In accordance with the mission statement of our Concord High School, students are to be independent thinkers, responsible, and held to high standards. Therefore, we strive to impress consciousness of academic integrity and honesty upon our students, as well as respect for the works of others.

Plagiarism is a form of academic dishonesty that is taken very seriously. In efforts to prepare our students for the higher levels of education, as well as the workforce and the consequences that are set for dishonesty in these places, we adhere to our plagiarism policy regarding any such forms of plagiarism.

Definition

Plagiarize is defined by *Webster's New World Collegiate Dictionary* as "to steal and pass off (the ideas or words of another) as one's own: use (a created production) without crediting the source: to commit literary theft: present as new and original an idea or product derived from an existing source"

Examples include, but are not limited to

- Copying another's work (another student's writing pieces/research and essays, projects, printed sources, or online sources) and turning the assignment in as one's own
- Buying materials such as already published papers from the internet
- Copying directly from materials given to you (Sparknotes, etc.) without proper citation
- Quoting materials without proper citation, and/or without quotation marks
- Paraphrasing or summarizing materials without giving credit to the original source
- "Quilt Patching" is also prohibited, taking pieces by copying and pasting from various sources to create a product

Citation Methods

Any questions about citation methods may be addressed by the teacher, however, students and parents may always refer to *The Purdue University Online Writing Lab* <http://owl.english.purdue.edu/> for any additional help and examples.

Consequences

1st Offense- The student will receive a zero on the assignment, the office will be notified, and a parent conference, by phone, email, or in person.

2nd Offense - The student will receive a zero on the assignment, the office will be notified, result in a number of days OSS (number of days administrative discretion), and parent notification.

3rd Offense - The student may be subject to loss of credit for the course the prior 2 offenses have occurred in.

4.25 - STUDENT DRESS AND GROOMING

The Concord School District Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, unsafe, could cause property damage, or are offensive to common standards of decency.

Student dress should be comfortable, clean and appropriate at all times. The principal shall have the authority and responsibility to regulate hair and dress codes. Listed below are examples of some styles deemed inappropriate by the district, but are not limited to, the following:

- No extreme styles (chains, sagging pants, pants with torn openings, etc.);
- No see through clothing where underwear is inappropriately visible;
- No hats, caps, do-rags, hoods, or beanies (inside the building);
- No muscle shirts, strapless shirts, spaghetti straps, bare back tops, or shirts that have the sleeves cut out;
- No midriffs that can expose the stomach;
- No shoes with cleats, roller skates, or anything that may harm the floor;
- No shorts, skirts, skorts, etc. shall be no more than 6" above the knee (grades 3-12);
- No shirts with inappropriate language or pictures (promoting sex, violence, profanity, drugs, etc.)
- Tank tops may be worn as undergarments only (high school);
- No pajamas and house shoes (except designated occasions);
- No bare feet;
- No visible buttocks or breast may be exposed;

- No holes in jeans more than 6 inches above the knee that expose bare skin.

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

Violations of these policies will be handled by the building administrator. Students found to be in violation of the district's dress code will not be allowed to attend class until they meet policy requirements.

GRADUATION DRESS CODE

Each graduate shall adhere to the appropriate dress code.

Boys:

- white collar shirt
- black tie
- black dress pants
- black dress shoes or boots (shined)
- black socks

Girls:

- appropriate dress (your gown should cover your dress)
- black dress shoes

Graduation will be held on a Sunday in May with location, time, and date to be determined each year by Concord High School.

DISRUPTION OF SCHOOL

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

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

Violation Consequences: Minimum - Student Conference Maximum - Expulsion

4.32—SEARCH, SEIZURE, AND INTERROGATIONS

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

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

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

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

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Department of Arkansas State Police, may interview students without a court order for the purpose of

investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a “72-hour hold” without first obtaining a court order. Other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

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

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

4.48-VIDEO SURVEILLANCE

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies authorized in this policy.

The district shall retain copies of video recordings until they are erased¹ which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy’s following paragraph, the district’s video recordings may be erased any time greater than ___ after they were created.

Videos, automatic identification, or data compilations containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or student handbook;² any release or viewing of such records shall be in accordance with current law.

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

The Concord School District utilizes video surveillance equipment in school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies.

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

4.26—GANGS AND GANG ACTIVITY

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to

students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.

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

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

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

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

4.27-STUDENT SEXUAL HARASSMENT

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

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

- the nature of sexual harassment;
- The District's written procedures governing the formal complaint grievance process;¹
- The process for submitting a formal complaint of sexual harassment;
- That the district does not tolerate sexual harassment;
- That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

Definitions

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

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

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

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

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

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

“Supportive measures” means individualized services that are offered to the complainant or the respondent designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or after the filing of a formal complaint or where no formal complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment; counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

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

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

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person’s alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students as to sexual activity or performance;
- Circulating or showing e-mails or Web sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, Title IX coordinator, or administrator. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures;
- Consider the complainant’s wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- explain to the complainant the process for filing a formal complaint.




Supportive Measures

The District shall offer supportive measures to both the complainant and respondent that are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party before or after the filing of a formal complaint or where no formal complaint has been filed. The District shall provide the individualized supportive measures to the complainant unless declined in writing by the complainant and shall provide individualized supportive measures that are non-disciplinary and non-punitive to the respondent. A complainant who initially declined the District’s offer of supportive measures may request supportive measures at a later time and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

Formal Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by email. Upon receipt of a formal complaint, a District shall simultaneously provide the following written notice to the parties who are known:

- Notice of the District’s grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:

-  The identities of the parties involved in the incident, if known;
 -  The conduct allegedly constituting sexual harassment; and
 -  The date and location of the alleged incident, if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- That the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

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

When investigating a formal complaint and throughout the grievance process, a District shall:

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation; this includes evidence:
 - Whether obtained from a party or other source;
 - The District does not intend to rely upon in reaching a determination regarding responsibility; and
 - That is either inculpatory or exculpatory; and
- Create an investigative report that fairly summarizes relevant evidence.

At least ten (10)³ days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least ten (10)³ days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

After the investigative report is sent to the parties, the decision-maker shall:

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- Provide an explanation to the party proposing the questions any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the

conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include—

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
 - a. Any notifications to the parties;
 - b. Interviews with parties and witnesses;
 - c. site visits;
 - d. Methods used to gather other evidence; and
 - e. Hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
 - a. A determination regarding responsibility;
 - b. Any disciplinary sanctions imposed on the respondent; and
 - c. Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

The written determination shall be provided to the parties simultaneously. The determination regarding responsibility shall become final on the earlier of:

- If an appeal is not filed, the day after the period for an appeal to be filed expires; or
- If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved; did not occur in the District's education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sexual harassment under this policy. A dismissal for these reasons does not preclude action under another provision of the District's code of conduct.

The District may dismiss the formal complaint or any allegations therein, if at any time during the grievance process:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled at the District; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon the dismissal of a formal complaint for any reason, the District shall promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties.

The District may hire an individual or individuals to conduct the investigation or to act as the determination-maker when necessary.

Appeals

Either party may appeal a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:

- a. The existence of a procedural irregularity that affected the outcome of the matter;
- b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- d. An appeal of the disciplinary sanctions from the initial determination.⁴

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;

4. Ensure that the decision-maker⁵ for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality

Reports of sexual harassment, both informal reports and formal complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:

- individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;
- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.⁵

Except as listed above, the District shall keep confidential the identity of:

- Any individual who has made a report or complaint of sex discrimination;
- Any individual who has made a report or filed a formal complaint of sexual harassment;
- Any complainant;
- Any individual who has been reported to be the perpetrator of sex discrimination;
- Any respondent; and
- Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

Emergency removal⁶

The District may remove a respondent from the District's education program or activity on an emergency basis only after the completion of an individualized safety and risk analysis that determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. A removed student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

Retaliation Prohibited

Students, or the parents/legal guardians/ other responsible adult of a student, who submit a report or file a formal complaint of sexual harassment; testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats; intimidation; coercion; discrimination; or charges for code of conduct violations that do not involve sex discrimination or sexual harassment, arise out of the same facts or circumstances as a report or formal complaint of sex discrimination, and are made for the purpose of interfering with any right or privilege under this policy. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Disciplinary Sanctions

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not⁷ have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

Students who knowingly fabricate allegations of sexual harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including expulsion. A determination that the allegations do not rise to the level of sexual harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Records

The District shall maintain the following records for a minimum of seven (7) years:

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;

- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:
 - The basis for the District's conclusion that its response was not deliberately indifferent; and
 - Document:
 - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
 - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

4.43-BULLYING

Definitions

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

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

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

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

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

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

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

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

- a. Building a fake profile or website of the employee;
- b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- c. Posting an original or edited image of the school employee on the Internet;
- d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
- e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- g. Signing up a school employee for a pornographic Internet site; or
- h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

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

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

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

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

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

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

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

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

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

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.¹ In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus.² Parents, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.³

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

Copies of this policy shall be available upon request.⁴

ASSAULT, BATTERY, VERBAL ABUSE

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

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common understanding, is calculated to:

- a. Cause a breach of the peace;
- b. Materially and substantially interfere with the operation of the school;
- c. Arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

4.22-WEAPONS AND DANGEROUS INSTRUMENTS

Definitions

"Firearm" means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.

"Possession" means having a weapon on the student's body or in an area under the student's control.

"Weapon" means any:

- Firearm;
- Knife;
- Razor;
- Ice pick;
- Dirk;
- Box cutter;
- Nunchucks;
- Pepper spray, mace, or other noxious spray;
- Explosive;
- Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or
- Any other instrument or substance capable of causing bodily harm.

No student, except for Military personnel (such as ROTC cadets) acting in the course of their official duties or as otherwise expressly permitted by this policy, shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon before or after school while:

- In a school building;
- On or about school property;
- At any school sponsored activity or event;
- On route to or from school or any school sponsored activity; or
- Off the school grounds at any school bus stop.

If a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up

the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one (1) year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis.¹

Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property.² Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

4.23-TOBACCO AND TOBACCO PRODUCTS

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

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

**Violation Consequences: Minimum – out of school suspension
Maximum – expulsion**

4.24-DRUGS AND ALCOHOL

The purpose of this policy is to maintain a safe and healthful environment for students.

*Use of medications, controlled substances, toxic substances, or alcohol at school or in any other school location, is prohibited. Paraphernalia associated with controlled substances is prohibited. It shall be a violation of this policy for any student to use alcohol, toxic substances, controlled substances or paraphernalia at school or in any school location. The school district will act to enforce this policy and to discipline or take appropriate action against any student who violates this policy.

*Other than as allowed under the medication policy.

Definitions

“Alcohol” - includes any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor.

“Controlled substances” - include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through VI of the Arkansas Controlled Substance Act (5-64-201) including analogues and look-alike drugs.

“Toxic substances” - includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

“Use” - includes *using, possessing, being under the influence of, **selling, manufacturing, distributing or dispensing, alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration and buying or possessing a

controlled substance in quantities that qualify as “intent to deliver” amounts under Arkansas State Law. (*Level I offense; **Level II offense)

“**Possess**” - means to have on one’s person, in one’s effects, or in an area subject to one’s control (e.g. automobile, purses, book bags, etc.)

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

“**Drug Paraphernalia**” - means all equipment, products, and materials of any kind which are used, or designed for use, in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance in violation of the Controlled Substances Act of Arkansas.

Consequences for Violations of this Policy

A violation of the medication policy involving giving or selling medication or a violation of this policy involving the use of alcohol, controlled substances, including narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in schedules I - VI of the Arkansas Controlled Substance Act shall result in the following disciplinary action and referral to legal authorities:

First Level I Offense

The student will be placed on immediate out-of-school suspension for up to ten (10) days. After a thorough investigation by the building administrator, a disciplinary hearing will be scheduled with a district administrator. The building administrator, parent(s)/guardian(s) and the student should be present at the hearing. The purpose of this hearing is to determine the appropriate disciplinary action: placement in the alternative learning environment or expulsion from school*. Placement in alternative learning environment will not exceed one (1) school year and will not be for less than nine (9) weeks. Placement in alternative learning environment also requires a drug/alcohol assessment by a qualified counseling agent or practitioner and participation in any treatment program resulting from the assessment. The assessment must be completed and participation in any required treatment must be started before the student may be considered for reinstatement into the regular education program. The cost of the assessment and treatment is the responsibility of the student and family. Failure on the part of the student and his/her parents to complete a recommended drug/alcohol program or failure to attend class and follow the rules in the alternative learning environment will result in the student being recommended for expulsion for up to one (1) school year. Procedures for providing the school with documentation of alcohol/drug treatment participation will be provided to the student and parents/guardians at the discipline hearing with the district administrator.

Any Level II Offense or Second Level I Offense

The student will be placed on immediate out-of-school suspension for up to ten (10) days. The student enroll and complete an intensive drug awareness program with a licensed counselor. After a thorough investigation by the building administrator, a disciplinary hearing will be scheduled with a district administrator. The building administrator, parent(s)/guardian(s) and the student should be present at the hearing. The purpose of this hearing will be to determine if placement in alternative school for one (1) year or a recommendation for expulsion for one (1) year would be the most appropriate course of action*. Placement in alternative learning environment also requires a drug/alcohol assessment by a qualified counseling agent or practitioner and participation in any treatment program resulting from the assessment. The assessment must be completed and any recommended treatment program completed before the student may be considered for reinstatement into the regular education program. Students under expulsion must fulfill this drug/alcohol assessment requirement in order to be considered for early review. No student expelled or placed in ALE under this policy will be eligible for return to regular school classes in less than one (1) semester.

***The disciplinary action may be modified by the Superintendent (designee) for students in grades K-12.**

STUDENT DRUG TESTING POLICY

Chemical Screen Test Policy PHILOSOPHY

It is the philosophy of the Concord School District that students should be encouraged and supported to be chemical and alcohol free in order to promote good health and wellbeing. The district recognizes that chemical and/or alcohol abuse or misuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes, and the total development of each individual.

PURPOSE

To help students make good choices NOT to try or experiment with drugs or alcohol by providing them another option to say “NO.” To emphasize the physical and emotional health concerns related to chemical/alcohol use as well as concerns for the safety of others. To work cooperatively with the parents by assisting them in keeping their children free from mood altering chemicals. To confirm and support the existing state laws which restrain the use of such mood altering chemicals. To help our students resist the peer pressure that might direct them toward abuse or misuse of chemical substances. To establish standards of conduct for students of Concord School who are considered leaders among their peers. To promote a sense of order and discipline among students. To deter chemical abuse or misuse by all students through the use of random drug testing.

SCOPE

The provisions of this policy apply to students in Concord School in grades seven through twelve. No student will be allowed to participate in any school activity (any activity outside the regular curriculum) or drive a vehicle to school until the consent form has been signed by both student and custodial parent/legal guardian and returned to the principal. Positive screening results are considered cumulative and follow the student for the duration of enrollment in the Concord School District.

DEFINITION

Chemical abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the misuse of the legal drugs and medications. Illegal Drugs are defined as any substance, including alcohol, considered illegal by Arkansas Statutes or which the Food and Drug Administration control unless prescribed by a licensed physician.

SELECTION PROCESS

In addition, random testing will be conducted throughout the school year as determined by the superintendent. Selection of random students will be by lottery drawing from the “pool” of students determined by the participation of activity and selected by an outside agent also determined by the superintendent. The number of names drawn will be not less than 2% and no greater than 15% of students in grades 7 – 12 at any testing time. An alternate list will be provided for each pull in case a student is absent that day. The district will choose a qualified agency and testing method for the purpose of processing samples and maintaining privacy with respect of test results and related matters.

COST

The cost of the test to be given during random selection will be paid by the district.

Substances Screened (but not limited to):

1. Alcohol
2. Amphetamines
3. Barbiturates
4. Benzodiazepines
5. Cocaine
6. Ecstasy
7. Methaqualone
8. THC (Cannabinoids)

*Alcohol is a separate test of its own.

CONSEQUENCES OF A POSITIVE TEST

NOTE: Refusal of a student to take a drug test will constitute a positive screen. After confirmation of a positive drug screen, the principal or designee shall notify the student’s custodial parent/legal guardian and shall schedule a conference to explain the results and consequences.

First Violation: After confirmation of a positive drug screen, the student will be placed on confidential probation for thirty days. The student will be suspended from all participation in extracurricular activities, practice, and driving privileges for thirty days from the date of the positive drug screen. Student must attend a drug counseling program (at their expense) or counseling. The student will be tested again in 30 days from the first positive screening at expense of the district. Student(s) will be automatically reinstated to all activities if second test is negative. After a positive drug screen, the student will be screened each time a screening is administered for one calendar year.

Second Violation: The second positive screening will result in the student being suspended from participation, practice, play and/or driving privileges for one calendar year from the date of the positive test.

Note: A student may earn participation and/or driving privileges (if and only if documentation of completion of a pre approved drug abuse counseling program (at their expense, if any) and negative test each month during the program).

Third Violation: Any subsequent positive screening after the second violation will result in permanent expulsion from all extracurricular activities and permanent loss of driving privileges for the remainder of the student's enrollment at Concord High School. Positive test results shall NOT be provided to the police or any other law enforcement agency.

NOTE: The student/parent(s)/guardian(s) will be responsible for all costs related to medical treatment by physicians, professional services rendered by any substance abuse counselor or agency, and any additional drug test required as a direct result of a violation of the drug free requirements of this policy.

PRESCRIPTION MEDICATION

The existence of lawfully prescribed medication in the student's sample is NOT a violation of this policy when taken in accordance with a physician's recommendation. Students who are taking prescription medication will provide a copy of the prescription or a doctor's verification in a sealed envelope to school personnel. Students who refuse to provide verification and test positive will be subject to the actions specified in this policy for "positive test."

4.17-STUDENT DISCIPLINE

The Concord School District Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs:

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

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to: a felony or an act that would be considered a felony if committed by an adult; an assault or battery; drug law violations; or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.¹

The District shall incorporate the District's implementation of positive behavioral supports in accordance with Policy 4.60 in the application of student discipline.

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

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

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

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

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

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

4.18-PROHIBITED CONDUCT

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
8. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
9. Inappropriate public displays of affection at school or school functions;
10. Cheating, copying, or claiming another person's work to be his/her own;
11. Gambling;
12. Inappropriate student dress;
13. Use of vulgar, profane, or obscene language or gestures, including abbreviations and substitute language considered obscene;
14. Truancy;
15. Excessive tardiness;
16. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability;
17. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
18. Hazing, or aiding in the hazing of another student;
19. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
20. Sexual harassment;
21. Bullying;
22. Skateboarding;
23. Fighting and/or acts of violence;
24. Lighter and matches;
25. Students are not allowed to bring or have any form of "Energy Drinks" at school or school functions;
26. No gum or gum chewing;
27. No pets or animals on school premises unless approved by the teacher and building principal;
28. Laser pointers are prohibited;
29. Students are not allowed to leave the gym or ball field during games unless accompanied by parents.
30. Operating a vehicle on school grounds while using wireless communication device.
31. Outside food/drinks can only be consumed during second breakfast and lunch. Food/drinks during second breakfast must be of nutritional value(fruit, juice, milk, breakfast bars, etc...)prohibited items are sodas, candy, chips, etc...
32. Blankets, pillows, and similar items are not allowed at school.
33. Students will not consume or inhale any chemical substances considered dangerous. Nor will they encourage others to do so.

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

4.29-CONCORD SCHOOL DISTRICT ACCEPTABLE USE POLICY (AUP) & INTERNET POLICY

Concord School District offers staff and students access to its electronic communication equipment and networking system (hereafter referred to as "network"). Including internet access. The following administrative guidelines supplement and define the Acceptable Use & Internet Policy for staff and student use of the network, which was adopted by the Board of Education on July 27, 2015.

The Concord School District is responsible for securing its network and computer systems against unauthorized access and/or abuse, while making the technology available for authorized users. The use of technology resources is a privilege, not a right and should be treated as such. Access to the internet and technology is provided for professional, managerial, and educational

purposes only. This responsibility includes informing users of expected standards of conduct and the punitive measures for not adhering to this policy.

By accessing and using technology, users acknowledge that inappropriate use is prohibited and may result in disciplinary action. The Concord School District reserves the right to monitor or log all network activity with or without notice, including files, email and all web site communications, and therefore, users should have no reasonable expectation of privacy in the use of these resources.

The Technology Committee of Concord School District has developed the following policy for the student body and faculty/staff covering the use of a computer and/or computer network. Any person using a computer and/or network is covered by this policy while on the school campus or when accessing the school's system from a computer outside the physical boundaries of the school.

Concord School District endeavors to protect the safety and security of students when navigating the internet. Concord School District continuously works to educate all students about appropriate online behavior, including but not limited to contact with individuals on social networking websites and cyberbullying awareness and response.

Technology infractions include but are not limited to:

1. General Infractions:

- Using the network/internet for other than educational purposes
- Gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by the Arkansas Law
- Using the network/internet to engage in sending numerous, unsolicited electronic mail messages or participating in chain letters which can degrade the performance of the network; or accessing chat lines/rooms
- Using abusive, obscene, sexually explicit, threatening, or profane language or expressions regarding racism or hate in private messages on the system; or using the system to harass, insult, or verbally attack others
- Wasting limited resources provided by the school or causing congestion of the network through lengthy downloads or files, or failing to delete old emails or other files which take up excessive space.
- Using technology in a way that interferes with work obligations
- Inhibiting other users from using the system or the efficiency of the system
- Identifying oneself with another person's name or password; or using an account or password of another user

2. Hardware-related Infractions:

- Vandalize, steal, deface, destroy or remove computer equipment, parts, cables, accessories, etc.
- Unauthorized dismantling, disconnecting, or removing computer equipment, cables, or peripherals
- Misuse of computer hardware which results in temporary or permanent damage or possible damage to equipment
- Installation of unauthorized hardware
- Unauthorized relocation of hardware

3. Software-related Infractions:

- Unauthorized changing of settings on computers including modifications or removal of software, operating systems, security programs, configuration files, etc.
- Intentional introduction of a virus, proxies or other destructive elements
- Installation of unauthorized and/or unlicensed software
- Vandalizing data of another user; or attempting to access or copy another user's files
- Gaining or attempting to gain unauthorized access to resources or files.
- Inappropriate use of files including:
 - Unauthorized copying of software programs
 - Unauthorized copying of files or disks
 - Unauthorized downloading of files.

4. Computer Ethics-related Infractions:

- Attempting to access systems or files for unauthorized purposes
- Using or attempting to use unauthorized passwords- system security passwords, administrative passwords or other individual's passwords
- Failure to keep personal passwords secure and private
- Usage of computer for harassment (sexual, racial, personal, bullying, etc.)
- Usage of computer to convey or access any objectionable material including topics which are obscene, racially slurred, vulgar, sexually explicit, violent, etc.
- Excessive time usage causing the system to slow while others are waiting

5. Internet/Email related Infractions:

- Unauthorized posting of information/graphics pertaining to Concord School District, its employees, or students
- Visiting improper or inappropriate websites
- Design, creation or posting of websites which do not follow the district webpage standards.
- Use of chat rooms, cyber cafes, etc.
- Accessing or playing games unless instructed to do so by the teacher or instructor
- Confidentiality – No email is confidential, personal, or private. All or part of an email can be sent to hundreds of people with just a few mouse clicks. In addition, emails can be subject to open records law.
- Persons should not post email messages containing inappropriate language or content.

6. Wireless Devices:

- All wireless devices that connect to Concord School District network must also abide by the AUP, **including guests**

Concord School District Web Page

- The technology coordinator or his/her designee will be responsible for the creation of web pages or the association of web pages to the district's home page. On occasion, a student's name and/or picture may appear on a school webpage; however, a student's picture will not be identified with his/her name.

Technology Protection Measure

- Concord School District will participate in the Arkansas Department of Information Systems (DIS) topical filtering system as an active restriction measure to prevent access to material that is harmful to minors with a secondary line of topical filtering utilized on the additional bandwidth. District teachers and staff will make reasonable efforts to supervise student use of the network and internet access; however, they must have student cooperation in exercising and promoting the responsible use of the technology.

Appropriate Online Behavior Education for Minors

- Concord School District educates minors about appropriate online behavior, including interaction with other individuals on social networking websites and in chat rooms, and in cyberbullying awareness response

Your Rights

- Users should expect only limited privacy in the contents of their personal files and email on the district's or school's network; they must realize that any information stored electronically on school-owned equipment is subject to the Arkansas Freedom of Information (FOI) Act. This situation is similar to the rights staff and students have in regard to their lockers, desks, or other storage systems.

Disciplinary Action:

All violations will be handled as any other infraction of school board policy. Disciplinary actions may include:

1. Revocation of computer access
2. Financial restitution
3. Students:

Limitations of Liability

The Concord School District makes no guarantees that the functions of the services provided by or through the network will be error-free or without defect. The district will not be responsible for any damage the user may suffer, including but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information obtained through or stored on the network. The district will not be responsible for financial obligations arising through the unauthorized use of the network.

This policy will be periodically reviewed/revised as deemed necessary by the Concord School District Technology Committee.

Violation Consequences:

Saturday School will be given for each offense. Repeated or severe infractions will result in disciplinary action determined by the principal.

4.47-POSSESSION/USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

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

To protect the security of statewide assessments, no electronic device, as defined in this policy, shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan;¹ this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions. The prohibition in this policy does not extend to the electronic device the District provides the student for the student's use during assessment administration to the extent the student is using the District provided device to complete the assessment.

As used in this policy, "electronic devices" means anything that can be used to transmit or capture images, sound, or data.

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

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the device when not being used for reason #1 above;
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the device to record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

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

Before and after normal school hours (prior to the first bell until the dismissal bell, high school exception: phones may be used during lunch, but must be turned off or silenced and put away prior to entering the building after lunch), possession of electronic devices is permitted on the school campus. The use of such devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

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

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians.² Students have no right of privacy as to the content contained on any electronic devices that have been confiscated.³ A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

Students who use school issued cell phones and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.⁴

No student shall use any wireless communication device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property. Violation may result in disciplinary action up to and including suspension.⁵

1. First Offense- Student can pick up device at the end of the school day.
2. Second Offense- Parents contacted and a parent must pick up the device.
3. Third Offense- Parent must pick up device and the student will attend Saturday School.

Students have no right of privacy as to the content contained on any cell phones and other electronic communication devices that have been confiscated. Students, who use a school issued electronic device for non-school purposes, shall be subject to discipline, up to and including suspension or expulsion.

High School Exception: Students may use cell phones during lunch. Phones must be silenced or turned off and put away before entering the building after lunch.

4.19-TRANSPORTATION / CONDUCT TO AND FROM SCHOOL

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

The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's transportation privileges. Transporting students to and from school who have lost their transportation privileges shall become the responsibility of the student's parent or legal guardian.

Student behavior may be monitored by surveillance cameras as well as by the bus driver.

District administrators will develop policies and procedures for student conduct specific to school bus transportation.

1. **Any changes for your child's after school transportation must be made no later than 2:00 p.m.**
2. Building principals must approve requests for students to ride a bus other than their assigned bus.
3. Obey and be respectful of the bus driver at all times. This is our first and most important rule. The driver will report any bus incidences to the building principal. The building principal has the authority to suspend a student from riding the bus.
4. Be at the bus stop at the scheduled time. Stand back about ten (10) feet from the bus stop and wait until the door is opened before moving closer to the bus. Do not play on the highway or road. If you miss the bus, do not attempt to hitchhike or walk to or from school.
5. While loading or unloading, enter or leave the bus quickly and in an orderly fashion.
6. Students are not allowed to eat, drink, or chew gum on the school bus.
7. No knives or sharp objects of any kind, firearms, or live animals are allowed on the bus.
8. You are not to tamper with any of the safety devices such as door latches, fire extinguishers, etc. Students must keep seated while the bus is in motion and must not move while it is stopped except as the driver directs. Students are not to put their hands or bodies out of the window. Do not yell at anyone outside of the bus.
9. Glass containers are not allowed.
10. Students are not to deface the bus or any school property. Do not write on the bus or damage seats, etc. Do not throw paper, food or other objects on the floor of the bus. Keep aisle of the bus clear from books, lunches, coats, etc. Do not put feet in aisle.
11. Do not ask the driver to let you off at any place except your regular stop.
12. If you must cross the road or highway to enter the bus, try to be on the right side of the road waiting on the bus. If you should arrive at the stop just as the bus approaches the stop, wait until the bus has come to a complete stop and the driver has signaled for you to cross in front of the bus (unless the driver directs you differently).
13. Students who must cross the road after leaving the bus in the afternoon must go to a point on the shoulder of the road ten (10) feet in front of the bus. Cross the road only after the driver has signaled you to do so.
14. Bus seats are designed for three (3) people. In view of federal regulations that require all students to be seated, the bus driver will see that three (3) students are in each seat, if necessary.
15. Students are expected to conduct themselves in a manner such that they will not distract the attention of their driver or disturb other riders on the bus (which includes keeping your hands to yourself, attend to your own matters, leave other pupils alone and be reasonably quiet).
16. This is not intended to cover all the "do's and don'ts," but it is a very specific guide. The driver may find it necessary to interpret these policies in light of his/her own bus needs.
17. The behavior of students on school buses will determine who will be provided with transportation. When a student is brought to the principal by the bus driver, the principal will conduct an investigation; and, if it is determined that the problem merits disciplinary measures, the following regulations will apply, with the exception of a severe infraction, which will be treated as the third or fourth offense.

Violation Consequences: Minimum - Student Conference
Maximum - Expulsion

4.33 STUDENT VEHICLES

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

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

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

Reckless driving may result in temporary or permanent loss of driving privileges.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

Students with disabilities who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to free and appropriate public education.

The individualized education program (IEP) team for a student with disabilities should consider whether particular discipline procedures should be adopted for a student and include those procedures in the IEP.

The building principal shall deal with any grievance relating to students with disabilities. All actions and procedures shall be in accordance with the Individuals with Disabilities Education Act (IDEA), as revised in 1997 and Act 102 of 1973.

DETENTION

Grades 3-12

The purpose of detention is to address minor infractions of the student handbook. If a student does not attend an assigned detention, the student will be assigned two (2) days of detention. If the student misses one of the two assigned days in detention, the student will be placed in Saturday School. Detention is defined as lunch detention.

SATURDAY SCHOOL

The Concord School Board authorizes the use of Saturday School to address minor offences relating to behavior and/or academics. Students must adhere to the following guidelines:

- All school rules apply to Saturday School, including dress code and behavior;
- One time per semester the student may reschedule an assigned Saturday School. Notification must be pre-approved by the building principal before the assigned date;
- If a student does not attend Saturday School, misbehaves, or does not complete assignments he/she will be assigned two (2) additional days. If the student misses one of the additional assigned days he/she will be suspended;
- Students should arrive by 8 a.m. at the high school for Saturday School. Students will not be admitted after 8 a.m. Arrival after 8 a.m. will result in a missed Saturday School.

4.39—CORPORAL PUNISHMENT

The Concord School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or the superintendent's designated staff members who are required to have a state-issued license as a condition of their employment.¹

Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges. The parent/guardian of the student shall be notified prior to the administration of corporal punishment.

All corporal punishment shall be administered privately, i.e. out of the sight and hearing of other students, shall not be excessive, or administered with malice, and shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District.

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.²

4.30—SUSPENSION FROM SCHOOL

Students who are not present at school cannot benefit from the educational opportunities the school environment affords.

Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days,¹ including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs:

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

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

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

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

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

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

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

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

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

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

It is the responsibility of a student's parents, legal guardians, person having lawful control of the student, or person standing in loco parentis to provide current contact information to the district, which the school shall use to immediately notify the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:²

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

The district shall keep a log of contacts attempted and made to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

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

During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program.³

During the period of their suspension, students serving in-school suspension shall not attend or participate in any school-sponsored activities during the imposed suspension.³

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

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

4.31-EXPULSION

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

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

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

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

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

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

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

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

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

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

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

SECTION V: HEALTH & MEDICATION

HEALTH POLICY

The school nurse will conduct vision, hearing, and scoliosis screenings when appropriate. You will receive notice should your child not pass any such test.

To help us provide for your child's health, be sure we have a working phone number or message number for you at all times. In case of an emergency and you cannot be reached, we need the phone number of a relative or other adult we may contact.

4.34-COMMUNICABLE DISEASES AND PARASITES

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

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

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

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

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

STUDENT ILLNESS / ACCIDENTS

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

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

4.57-IMMUNIZATION REQUIREMENTS

Definitions

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

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

General Requirements

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against¹:

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

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

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

- A. Licensed physician;
- B. Health department;
- C. Military service;
- D. Official record from another educational institution in Arkansas; or
- E. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

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

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

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

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

Temporary Admittance

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

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

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

Exclusion From School

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

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

- for the remainder of the week by the end of the initial school day of the student's exclusion; and
- by the end of each school's calendar week for the upcoming week until the student returns to school.²

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

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in "examinations" and the District has no control over administering state mandated make-up assessments outside of the state's schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.³

Annually by December 1, the District shall create, maintain, and post to the District's website a report that includes the following for each disease requiring an immunization under this policy:

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of Health from an immunization;
- The number of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH;
- The percentage of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

4.35-STUDENT MEDICATIONS

Purpose: To assist each student to maintain optimal health and to enhance their educational experience by allowing full access to the educational program. The administration of medications at school creates many complex problems, and these rules are designed to protect your child.

Definitions:

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

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

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

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

Requirements:

The Concord School District requests that parents administer medication to their child at home before or after school. Any medications that must be given three times a day can be given at home and will not be administered at school. A parent may come to school to administer medication to their child if a situation arises where this policy cannot be met.

1. All medications should be delivered to school by the student's parent or another responsible adult in the original pharmacy-labeled or manufacturer's container. Medications must be left in and dispersed from the properly labeled container.
2. Students are not allowed to have medication in their possession on school property or buses, with the exception of inhalers, which may be carried on the bus but left in the health room during the school day. In order for a student to keep an inhaler in their possession during the school day, a parent should obtain the necessary forms from the school nurse.
3. **School staff will administer pain reliever or other non-prescription medication with PARENTAL PERMISSION (Medication Form). A parent will be required to provide the school a small bottle of non-prescription medication for their child to be kept in the Health Room.** The decision to administer medication under these conditions will be at the discretion of the school nurse or designee. Students will not be administered medication in excess of the dosage stated on the *Directions for Use* on the medicine bottle. No more than one dose of medicine will be given during the school day without a PRESCRIBER ORDER.
4. A PRESCRIBER ORDER is required (Medication Form) for prescription medication to be given at school.
5. In the absence of the school nurse, the medication may be administered by school staff trained by the nurse as delegated by the nurse or principal.
6. Homeopathic substances will not be given at school.
7. Medication not picked up by a parent/guardian at the end of the school year, will be disposed of by the school nurse.
8. Other procedures may be provided by the school nurse.

Violations of the Student Medication Policy

1. It is a violation of this policy for a student to keep any kind of medication in his/her possession at school or at school locations unless an exception has been granted as outlined in this policy. This violation shall result in punishment as follows:
 - A. **First offense:** three (3) days in-school suspension and conference with parent/guardian;
 - B. **Second offense:** ten (10) days out-of-school suspension or placement in the alternative learning environment, a conference with the parent/guardian and written notification of an expulsion recommendation for a next offense;
 - C. **Third offense:** recommendation for expulsion.
2. It is a violation of this policy for a student to give any medication to another student. This violation shall result in punishment as follows:
 - A. **First offense:** three (3) days in-school suspension and conference with parent/guardian;
 - B. **Second offense:** ten (10) days out-of-school suspension or placement in the alternative learning environment, a conference with the parent/guardian and written notification of an expulsion recommendation for a next offense;
 - C. **Third offense:** recommendation for expulsion.
3. It is a violation of the **DRUGS AND ALCOHOL POLICY** for a student to sell or give a medication or prescription medication to another student (see Drug Free School Policy for possible consequences).
 - A. **First offense:** ten (10) days out-of-school suspension or placement in the alternative learning environment with written notification of an expulsion recommendation for a next offense;
 - B. **Second offense:** recommendation for expulsion.

EMERGENCY ADMINISTRATION OF EPINEPHRINE

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of an epinephrine auto-injector in emergency situations.

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

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

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

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and regulations.²

4.41-PHYSICAL EXAMINATIONS OR SCREENINGS

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

The Arkansas Department of Education requires the screening of students' height and weight to calculate Body Mass Index (BMI). A body mass index percentile by age will be made available to parents.

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

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

